DOCUMENT RESUME

ED 256 191 HE 018 222

AUTHOR Colert, Sherril
TITLE A Study of the Academic Achievement, Attrition and Group Reactions of High School Equivalency Students Attending Brandon University.
PUB DATE 84
NOTE 226p.; Applied research project for the D.Ed., Nova University.
PUB TYPE Dissertations/Theses - Doctoral Dissertations (041) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS *Academic Achievement; Academic Advising; *Academic Persistence; College Environment; *College Students; Educational Testing; Grade Point Average; Higher Education; High Risk Students; *High School Equivalency Programs; Learning Strategies; Questionnaires; Scores; Skill Development; *Student Attrition; Student Characteristics; Student College Relationship
IDENTIFIERS *Brandon University MB; *General Educational Development Tests

ABSTRACT

The academic achievement and attrition of high school equivalency students attending Brandon University, a small undergraduate Canadian university, were studied, as were the students' reactions to college life. The students, who received a high school equivalency certificate after completing the Tests of General Educational Development (GED), were admitted to the university as regular students. For 94 equivalency students who attended the university for at least one term between 1972 and 1984, profiles were developed that covered age, sex, degree program, GED test scores, and participation in academic testing, advisement, and learning skills assistance. Students were administered the Attitude Scale Screening Form A-2 of the Career Maturity Inventory and the Student Reactions to College questionnaire. Based on the findings, it is projected that high school equivalency students who have high GED scores, are female, are over age 26, and are taking nondegree courses are likely to be academically successful. Additional findings and recommendations are presented, along with statistical tables, a literature review, a chronology of the GED, and the study questionnaires. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED256191

A Study of the Academic Achievement, Attrition and Group Reactions of High School Equivalency Students Attending Brandon University

Sherril Colert

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sherril Colert

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

HE018222

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1984

ACKNOWLEDGEMENTS

The following people are acknowledged for their assistance with this study. Ken Bessant and Jim Pryke assisted on the computer with the statistical analyses. Jessie Smith obtained the GED Test scores from the new admittees and Barb McLachlan searched the admission cards for the identification numbers of the high school equivalency students. Pat Gibson provided instruction about word processing. Maurice Koschinsky read and critically analyzed draft editions. Linda Moody discussed ideas and showed a much appreciated ongoing interest in the study. Other members of the Student Services Department at Brandon University cooperated and supported the research in a variety of ways.

Leona Colert provided proof-reading help and Jacqueline Stalker shared her expertise and her companionship throughout the doctoral program. The participating high school equivalency students at Brandon University cooperated willingly and enthusiastically in the study. George Barton, Clete Hinton and Ross Moreton, as advisors for the study, shared their ideas and suggestions. Appreciation is extended to them all.

Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

A STUDY OF THE ACADEMIC ACHIEVEMENT, ATTRITION AND GROUP REACTIONS OF HIGH SCHOOL EQUIVALENCY STUDENTS ATTENDING BRANDON UNIVERSITY

by

Sherril Colert

April, 1984

This study was designed to gather descriptive data about high school equivalency students attending a small undergraduate Canadian university. The specific factors examined were the students' academic achievement and attrition and their reactions to various aspects of college life. In accomplishing these purposes, profiles of the equivalency students were developed, providing a better understanding of those equivalency students who achieved academic success and those who continued their studies longer than one term. The study yielded a clearer picture of the concerns, issues, perceptions and attitudes of this growing campus group to the various aspects of academic life. Answers were provided to the questions: What are the characteristics of high school equivalency students who attend a small Canadian undergraduate university? What factors have a relationship to the academic success or non-success of the equivalency students? What factors influence the attrition rate of equivalency students? As a group, what are the reactions of equivalency students to various aspects of the university experience?

The hypotheses tested the significance of the relationships between the two dependent variables: academic success and attrition rate, and eight independent variables: age, sex, degree program, GED Test scores, career maturity scores, use of academic testing, academic advisement and learning skills assistance. The population included ninety-four high school equivalency students who had attended Brandon University for at least one term from 1972 when equivalency students were first admitted up to and including those admitted in 1983-84. The ninety-four students included fifty-nine equivalency students who were not attending in the 1983-84 academic year and thirty-five equivalency students who were attending classes at Brandon University in the 1983-84 academic year.

Data were collected from several sources: Brandon University admission files, computerized student record files, Mature Student Center statistical reports and files, and participating high school equivalency students. Two data gathering instruments were administered to the participating students, the Attitude Scale Screening Form A-2 of the Career Maturity Inventory and the Student Reactions to College. The data were collected on Student Information Forms and in a Summary Data Report. Correlation coefficients were calculated to show the relationship between the independent and the dependent variables, and a stepwise multiple regression analysis was conducted.

A profile of a typical high school equivalency student attending Brandon University was produced, giving the age, sex, degree program, GED Test score and CMI score, plus the state of participation in academic testing, advisement and learning skills assistance. The characteristics of the successful, the non-successful, the completing

and the non-completing student were analyzed. Significant relationships between several of the independent and dependent variables were found although not all coincided with expectations and previous studies. The Student Reactions to College showed that high school equivalency students as a group had generally favorable perceptions of their university experience but that they did have concerns and preferences in several areas.

Ten recommendations were presented as a result of the findings of this study. They focused on the advisement and orientation of future high school equivalency students applying to Brandon University and the availability of more services and changes in services to meet the concerns expressed by high school equivalency students who have attended Brandon University.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
ABSTRACT	iii
LIST OF TABLES	viii
LIST OF FIGURES	x
Chapter	
1. INTRODUCTION	1
Background and Significance	1
Research Questions	4
Hypotheses	6
Definition of Terms	8
Assumptions and Limitations	11
2. REVIEW OF RELATED LITERATURE	12
Historical and Analytical Perspectives of Higher Education	12
Inception and Growth of the Tests of General Educational Development	15
Brandon University's Acceptance of High School Equivalency	20
Survey of Research	22
High School Equivalency Students	22
Achievement and Attrition	28
Age, Sex, Degree Program and GED Test Score	29
Academic Testing, Advisement and Learning Skills	31

TABLE OF CONTENTS (Continued)

Page

Career Maturity. 33

Student Reactions to College 38

3. PROCEDURES AND METHODOLOGY 43

4. PRESENTATION OF RESULTS. 50

Analyses of Variables. 50

Student Reactions to College 63

5. INTERPRETATION, CONCLUSIONS AND RECOMMENDATIONS. 90

Interpretation of Results. 91

Profile of Equivalency Students. 91

Factors Relating to Grade Point Average and Attrition. 93

Reactions of Students. 93

Conclusions. 95

Recommendations. 100

BIBLIOGRAPHY. 103

APPENDICES

A. CHRONOLOGY OF THE TESTS OF GENERAL EDUCATIONAL DEVELOPMENT. 111

B. STUDENT INFORMATION FORM 116

C. DESCRIPTIVE TABLES 118

D. STUDENT REACTIONS TO COLLEGE SUMMARY DATA REPORT 124

BIOGRAPHICAL SKETCH 213

LIST OF TABLES

Table		Page
1.	Sex, Age and Degree Program of Ninety-four Students Participating in the Study	51
2.	Frequency by Age of Ninety-four Participants	52
3.	Participation in Testing, Advisement and Learning Skills of Forty-eight High School Equivalency Students	55
4.	Means, Standard Deviations and Ranges of the Age, GED, CMI and GPA Scores	57
5.	Completion of More than One Term of Studies	58
6.	Correlation Coefficients for Ninety-three Observations for GPA and Completion	59
7.	Stepwise Multiple Regression Analysis for Dependent Variable GPA for Ninety-three Observations	60
8.	Stepwise Multiple Regression Analysis for Dependent Variable Completion for Ninety-three Observations	61
9.	Correlation Coefficients for Thirty-two Observations for GPA and Completion	62
10.	Stepwise Multiple Regression Analysis for Dependent Variable GPA for Thirty-two Observations	63
11.	Stepwise Multiple Regression Analysis for Dependent Variable Completion for Thirty-two Observations	64
12.	Background Information of Thirty-three Participants of the Student Reactions to College	65
13.	Average Percentage of Total Favorable Responses for the Nineteen Main Categories	68
14.	Percentage Responding Favorably to Items Relating to the Quality of Instruction Category	70
15.	Percentage Responding Favorably to Items Relating to the Programming Category	71
16.	Percentage Responding Favorably to Items Relating to the Administrative Procedures Category	72

LIST OF TABLES (Continued)

Table		Page
17.	Percentage Responding Favorably to Items Relating to the Registration and Scheduling Category.	73
18.	Percentage Responding Favorably to Items Relating to the Financial and Related Problems Category	74
19.	Percentage Responding Favorably to Items Relating to the Instructor Accessibility Category	75
20.	Percentage Responding Favorably to Items Relating to the Planning Category	76
21.	Percentage Responding Favorably to Items Relating to the Library/Bookstore Category.	77
22.	Percentage Responding Favorably to Items Relating to Form of Instruction Category.	77
23.	Percentage Responding Favorably to Items Relating to the Campus Climate Category	78
24.	Percentage Responding Favorably to Items Relating to the Counseling and Advising Category.	79
25.	Percentage Responding Favorably to Items Relating to Academic Performance Category	80
26.	Percentage Responding Favorably to Items Relating to Studying Category	82
27.	Percentage Responding Favorably to Items Relating to the Involvement with Faculty Category	83
28.	Percentage Responding Favorably to Items Relating to the Categories of Student-Centered Instruction and Grading.	84
29.	Percentage Responding Favorably to Items Relating to the Categories of Rules and Regulations, Help with Living Problems and Organized Student Activities	86
30.	Preference Items Having a Significantly High Response Rate.	88
31.	Frequency Distribution of Grade Point Averages of 1982-83 Equivalency and Diploma Students	118
32.	GED-Admitted Students: Applicants versus Attendants . . .	119

LIST OF TABLES (Continued)

Table		Page
33.	Age, Sex, Degree Program, GED Test Score, CMI Test Score, Testing, Advisement, Learning Skills, GPA and Completion of More than One Term of Ninety-four Participants	120

LIST OF FIGURES

Figure		Page
1.	Degree Program Selected by High School Equivalency Students at Brandon University	54
2.	Testing, Advisement and Learning Skills Participation of Forty-eight High School Equivalency Students. . .	56

Chapter 1

INTRODUCTION

Background and Significance

High unemployment in the 1970s and 1980s, and the rising level of education required for available and expected career positions, have resulted in an increasing demand on institutions of higher education to admit applicants not meeting the regular high school diploma admission standards. These new applicants fall into two main categories: (1) those who do not possess high school credentials but are mature in age, i.e. usually over age twenty or twenty-one and (2) those who have obtained high school credentials by being awarded a Grade XII equivalency certificate on the basis of passing the Tests of General Educational Development (GED). The former group is usually recognized as requiring special academic advisement and learning skill supports and may be required to take certain introductory courses and also to limit initial course loads. Some universities and colleges apply similar requirements to equivalency students while others, such as Brandon University in Brandon, Manitoba, Canada, classify high school equivalency students as "regular" students and allow them to experience the regular institutional process with no special assistance or course requirements.

Besides the growing phenomenon of non-traditional students, another major concern for institutions of higher education has been the need for communication between special student groups and the

administration and faculty. Since the widespread student unrest on many campuses in the 1960s, there has existed a recognized need for university and college personnel to find ways to determine what the perceptions and reactions of the students are to various aspects of college life, such as administrative processes, instructional processes and personal, career and financial supports. By becoming more informed about students' attitudes and views of campus processes, the institution's staff can better meet the needs of all students as well as those special needs of certain groups such as high school equivalency students.

Aspects of admission, performance, reactions to college life and retention of equivalency students have been growing concerns among institutions of higher education, especially Brandon University, for several reasons. One main reason has been that, within the last decade, the numbers of equivalency students attending such institutions have been increasing (Swarm, 1981:8; Colert, 1983a). Whereas at one time the number of equivalency students was so small that these students could hardly be studied as a group, more and more high school drop-outs are now taking the GED Tests, many with the goal in mind of obtaining some form of post-secondary education.

A second main reason for the concern with equivalency students is their academic potential. Because of the nontraditional credentials for acceptance, the equivalency student has become known as "an academically high risk student" (Swarm, 1981:7).

> Since the pool of traditional students is declining significantly across the country, an intense effort is being placed on student retention. The characteristics of high risk students are being examined in an attempt to increase the holding power of these students. Colleges and universities, admitting the high risk students, are recognizing the need to

> individualize their admissions policies and procedures, the instructional style and process, and advisement and placement of students (White and Bigham, 1982:25).

Equivalency students have been shown to be capable of attaining a level of academic success equal to that of diploma students in various college programs (Ayers, 1978 and 1980a; Sharon, 1972a and b; Swarm, 1981; Wilson, Davis and Davis, 1981; Wolf, 1982). Studies have shown that equivalency students have a high attrition rate (Colert, 1983a) and that a large percentage does not achieve a successful level of attainment in a first-year university program (Colert, 1983b). A study of twenty-six high school equivalency students attending Brandon University as first-year students in the 1982-83 academic year revealed a bi-modal distribution of grade point averages at the May examination session (Colert, 1983b). Of the twenty-six students, one-half, the successful group, received a grade point average of 2.01 or above while the other half, the non-successful group, received a grade point average of less than 2.00 (see Table 31 in Appendix C). The concern was how to identify the potentially unsuccessful equivalency student at the time of admission so that early assistance could be arranged, and how to determine the perceptions of equivalency students to various aspects of campus life so that changes could be made to enhance that experience.

Studies which were undertaken to investigate equivalency students dealt mainly with community colleges (Ayers, 1978 and 1980a; Byrd et al., 1973), vocational institutions (Wilson, Davis and Davis, 1981), two-year colleges (Wolf, 1982), military institutions (Waller, 1976) and American students, but not with universities nor with Canadian students. More research is needed, especially in Canadian institutions and at the university level. The numbers of equivalency students

attending Brandon University have increased steadily since the Senate of Brandon University first approved the Tests of General Educational Development as a criterion for admission (see Table 32 in Appendix C), and are expected to increase in the future. Brandon University is the only university in Manitoba which admits high school equivalency students without conditions being attached to that admission. It is, therefore, incumbent upon Brandon University to study the success, attrition, and reactions of these students.

Research Questions

The concerns of this study pertained to (1) the factors which influenced the academic success and attrition rate of high school equivalency students attending a small Canadian undergraduate university and (2) the reactions of those students to various aspects of their university experience. These students had not completed a regular high school diploma program. They had been out of the school system for at least one year when they wrote the five Tests of General Educational Development. Those students who met the criterion established by the Manitoba Department of Education were awarded a high school equivalency certificate.

When the high school equivalency students were admitted to Brandon University, they were assigned regular student status. They were neither restricted to a limited number of courses, nor were they required to participate in special courses. In essence, the high school equivalency students attending Brandon University were regarded as identical to high school diploma students who had obtained Grade XII standing by completing a regular high school program. In spite of the

equivalency students' achievement of the same level of academic success as high school diploma students (Colert, 1983b), not all of the equivalency students received passing or acceptable grades. These equivalency students were not automatically referred to either the Mature Student Center nor to the Learning Assistance Center, two programs of the Student Services Department at Brandon University although some students may have voluntarily availed themselves of the various kinds of academic, personal, financial and learning skills help.

Some of the questions which stemmed from the above concerns were:

1. Why are some equivalency students successful in their university studies while others are unsuccessful?

2. Why do some equivalency students drop out before completing more than one term of studies at Brandon University?

3. Did those equivalency students who sought out and obtained assistance from the Student Services Department or the Mature Student Center in the areas of academic testing, advisement, and learning skills assistance, achieve a higher level of academic success and a lower attrition rate than those equivalency students who did not obtain help? The staff of the Mature Student Center questions whether or not their optional services of academic advising and academic testing are factors in the success of equivalency students.

4. Is it possible that other factors such as the age, sex, degree program or career maturity of the students may have influenced their academic success and attrition?

5. What are the group reactions of the high school equivalency students attending Brandon University to four main areas of college

life, namely (1) instruction, (2) goals, (3) administrative aspects and (4) extra-curricular activities.

Hypotheses

The research hypotheses for this study were:

1. There is a significant relationship between the grade point average of high school equivalency students attending Brandon University and their age.

2. There is a significant relationship between the grade point average of high school equivalency students attending Brandon University and their sex.

3. There is a significant relationship between the grade point average of high school equivalency students attending Brandon University and their degree program.

4. There is a significant relationship between the grade point average of high school equivalency students attending Brandon University and their GED Test score.

5. There is a significant relationship between the grade point average of high school equivalency students attending Brandon University and their score on the Career Maturity Inventory.

6. There is a significant relationship between the grade point average of high school equivalency students attending Brandon University and their obtainment of academic testing.

7. There is a significant relationship between the grade point average of high school equivalency students attending Brandon University and their obtainment of academic advisement.

8. There is a significant relationship between the grade point average of high school equivalency students attending Brandon University and their obtainment of learning skills assistance.

9. There is a significant relationship between the attrition of high school equivalency students attending Brandon University and their age.

10. There is a significant relationship between the attrition of high school equivalency students attending Brandon University and their sex.

11. There is a significant relationship between the attrition of high school equivalency students attending Brandon University and their degree program.

12. There is a significant relationship between the attrition of high school equivalency students attending Brandon University and their GED Test score.

13. There is a significant relationship between the attrition of high school equivalency students attending Brandon University and their score on the Career Maturity Inventory.

14. There is a significant relationship between the attrition of high school equivalency students attending Brandon University and their obtainment of academic testing.

15. There is a significant relationship between the attrition of high school equivalency students attending Brandon University and their obtainment of academic advisement.

16. There is a significant relationship between the attrition of high school equivalency students attending Brandon University and their obtainment of learning skills assistance.

17. The administration of the Student Reactions to College survey to high school equivalency students attending Brandon University can provide useful descriptive information about the reactions of this group of students to various aspects of university life.

Studies undertaken previously by many others and discussed in Chapter 2 provided the basis for predicting that the eight independent variables itemized in the first sixteen hypotheses may have an influence on the academic success and the attrition rate of high school equivalency students. The observations and experiences of the staff of Brandon University also lent support to the hypotheses. The logic of the seventeenth hypothesis rested on the fact that although the number of high school equivalency students attending Brandon University at any one time was small, the number could be adequate for reliable and valid analysis if it included "all or almost all of the students in the subgroup of interest" (Educational Testing Service, 1978a:35).

Definition of Terms

The following definitions clarify terms which were used in this study:

Academic advisement is the consultation between a student and a Mature Student Center or Student Services counselor to discuss course selection and number. It may involve one or more individual sessions of usually one-half to one hour duration and will include both a review of course options available to the student and decision-making strategies in choosing a program of studies.

Academic testing is the administration of basic educational ability tests conducted by the Mature Student Center.

Age refers to the age of the student as of September 1 of the year in which that student first attended classes at Brandon University.

Attrition is the withdrawal or dropping out of university of a student before completing two or more terms of course work.

Brandon University is a small undergraduate university in Manitoba, Canada, offering three- and four-year baccalaureate degree programs in Arts, Science, Education, Music, and General Studies. The total full- and part-time student population is approximately 3,000.

Career Maturity Inventory Attitude Scale A-2 is a fifty-item true-false questionnaire developed by John O. Crites to measure aspects of career maturity.

Career maturity score is the standardized score obtained from administering the Attitude Scale A-2 of the Career Maturity Inventory.

Credit hours. Courses at Brandon University are assigned either three or six credit hours. A three credit hour course lasts for one term and consists of three hours of classroom instruction per week. A six credit hour course lasts for two terms and consists of three hours of classroom instruction per week for both terms. A typical year of full-time study consists of thirty credit hours.

Grade point average is a measure of a student's academic achievement. A student is assigned either a percentage grade or a letter grade by the professor of each course. Percentage grades are translated into letter grades which are then converted to numerical grade points according to the following table.

Letter Grades	Grade Points
A, A+, A-	4.0
B+	3.5
B or B-	3.0
C+	2.5

C.....2.0
D.....1.0
F.....0.0

The total grade points for each credit hour are summed and are then divided by the total number of credit hours. The resulting value is the grade point average (Brandon University, 1983-84:80).

A high school equivalency student is one who has written the Tests of General Educational Development and has been awarded a Grade XII high school equivalency certificate for achieving a level of standing required by the Department of Education. In Manitoba, from 1972 to 1980, this meant obtaining a minimum standard score of thirty-five in each of the five tests with an overall standard score average of forty-five. Since 1981, a minimum standard score of forty-five has been required in each subject area.

A high school diploma student is one who has obtained a high school diploma by attending a secondary school and completing the requirements for Grade XII senior matriculation as set by the Department of Education.

Learning skills assistance is a program of individual or group instruction designed to provide the student with learning strategies.

Student Reactions to College (SRC) is a 150 question survey commissioned by the Educational Testing Service and the College Entrance Examination Board and developed by Jonathan R. Warren and Pamela J. Roelfs in 1973. The four-year college edition provides a group reporting of student reactions to various aspects of college life.

Tests of General Educational Development are a series of five examinations (writing skills, reading skills, social studies, science, and mathematics) administered to non-graduates of a high school program

through local testing agencies by the General Educational Testing Service of the American Council on Education. In Manitoba, the tests are administered by the Department of Education.

Assumptions and Limitations

This study was limited by the small number of students attending Brandon University on the basis of high school equivalency, thereby producing a smaller sample than would have been preferred. The study was conducted in one institution and this restricted the number of students who could be included and resulted in the inability to generalize the findings beyond Brandon University. Further limitations were those underlying the research techniques and design.

For purposes of this study, the following assumptions were made:

1. The student information recorded on the files at Brandon University was accurate.

2. The Career Maturity Inventory was a fair measurement of the attitudes of high school equivalency students in terms of their career maturity.

3. The Student Reactions to College was a fair measurement of the reactions of students to nineteen aspects of college life.

4. The equivalency students answered the Career Maturity Inventory and Student Reactions to College survey in a manner which reflected their true attitudes and beliefs.

Chapter 2

REVIEW OF RELATED LITERATURE

Various aspects of the field of higher education were encompassed in this study, and a review of background material in several distinct areas was required. The first area reviewed was the broad field of higher education and the historical changes and adaptations which have resulted from the influence of societal, economic, demographic, legal and political forces. The second area reviewed was the inception and growth of the tests used to award high school equivalency status, the Tests of General Educational Development. The third area was the circumstances and the processes of Brandon University's acceptance of high school equivalency as a criterion for admission. The fourth area was a survey of research studies about (1) equivalency students, (2) achievement and attrition, (3) age, sex, degree program and GED Test score, (4) academic testing, advisement and learning skill assistance, (5) career maturity and (6) student reactions to college.

Historical and Analytical Perspectives of Higher Education

Historically, only those students who achieved high standing in a regular senior matriculation program were admitted to institutions of higher education. The traditional student was almost exclusively young, male, single, white, and affluent, as well as academically prepared. Attending a university or college was desirable and in the first half of

the twentieth century, the student population in Canada and the United States increased more than the general population. For example, whereas the population of the United States in 1940 was three times as great as it had been in 1870, the college student population "multiplied eight times faster than the general population" (Taylor, 1946:55-56). In Canada, the university population increased five or six times while the general population merely doubled. The Statistics Canada Department (1978:208) shows the full time university enrollment in 1920 to have been 23,214 while in 1950 it had grown to 72,737. The U.S. Bureau of the Census (1950:123) shows a 1920 enrollment of 597,880 and a 1946 enrollment of 1,676,851. This unprecedented growth in the numbers of higher education students as shown by these figures played a significant role in the evolution of twentieth century higher education in Canada and the U.S.

The first half of the twentieth century, a time of confusion for higher education, has been described as witnessing "an almost frightening acceleration in the reform of higher education" (Brubacher and Rudy, 1958:vii). Significant changes in the numbers and kinds of students and the development of the adult education movement occurred during these years. These changes were influenced by such external factors as two world wars and wide-spread drought and depression as well as by social, cultural and technological forces. The responses of universities and colleges to these changes were often a reaction to pressure and crisis more than a naturally evolving progression.

Also important at this time was the growing commitment to "democracy in education," the belief that the university should not be just for the highly intelligent and the wealthy but for everyone. As a

consequence, "more Americans by the middle of the twentieth century were taking some form of post-secondary training than any other people on the face of the globe" (Brubacher and Rudy, 1958:374). Besides an increase in the number of students, there was an interesting pattern of enrollment. There was a slow growth period in Canada and an actual decline in the United States during the years of the Second World War. This significant change was a result of men of college age joining the armed forces instead of attending institutions of higher education. The figures for after the war show a remarkable escalation. Mayhew (1981:65) refers to the late 1950s as a time of "sudden, unexpected and unhistoric increased demand for higher education." Around the same time, Russia's "Sputnik" caused an overwhelming surge of students into in the fields of science and technology.

Just past the middle of the twentieth century, returning soldiers began to play an important role in both the increasing enrollment at institutions of higher education and in their admission criteria. Between August 1964, and June 1971, 5,000,000 people were discharged from the armed services and roughly 750,000 of these lacked high school credentials (Bailey, Macy and Vickers, 1973:35). In Canada after World War II, "returning soldiers took advantage of the federal Veterans' Rehabilitation Program to further their education, and post-secondary enrollment nearly doubled" (Statistics Canada, 1978:15).

The doubling enrollment between 1960 and 1970 was "the greatest acceleration of enrollment in university history" (Ross, 1976:55), but the acceleration did not continue. In the seventies, enrollment declined forcing some institutions to close and others to examine carefully, and introduce more flexibility into, their admission criteria.

Universities extended their services to new non-traditional student markets, to the elderly, minorities, women, the poor and even the incarcerated. People just wanting a college degree, those making mid-life career changes, the infirm, the veterans--all were being considered as potential consumers of university education. The demands of a technological society were placing higher educational expectations on all people.

> By 1971 American higher education was seeking to extend service to all age groups . . . all socio-economic, social, ethnic and religious groups, to all variety of talents and aspiration, to all conditions of life, and to people in different stages of their career (Mayhew, 1981:77).

This extension of service should not be viewed as simply an enlightened benevolence on the part of higher education but as a pragmatic response to social, political, and economic crisis and pressure. Mayhew (1981) thought that the stresses placed on higher education in the 1970s resulted in behavior similar to a declining industry threatened with extinction, i.e. universities and colleges began to employ survival tactics! One of the tactics was to lower admission requirements by accepting the high school equivalency test as a criterion for admission. This acceptance enabled students, who otherwise would not have attended, to enter universities and colleges.

Inception and Growth of the Tests of General Educational Development

High school equivalency tests were developed by the United States Armed Forces Institute to assess the educational levels of service men and women so as to aid them in future educational and vocational endeavors. In the early 1940s, the United States Armed Forces became concerned about the educational and occupational futures

of the men and women on active duty. Many had not completed a high school program before joining the service. To assess and aid the enlisted personnel, the examination staff of the Armed Forces Institute (USAFI), designed "a battery of tests . . . to measure the major outcomes and concepts generally associated with four years of high school education" (Malizio and Whitney, 1981:1). The first editions of the high school equivalency tests were available in 1942. Instead of having to return to high school upon separating from the forces, the service people could have the knowledge and skills acquired during their service assessed by the Tests of General Educational Development. Their scores on the tests were accepted by employers and colleges as equivalent to high school grades (Whitney and Patience, 1981:1).

The GED Tests have undergone several changes over the years. One of the changes was the normalization of the standard scores. In 1943, a sample of graduating U.S. high school students was tested and the scores were used to establish the first standard score scale for the tests (Spille, 1982:2). Updating of the norming, so as to make the comparison with contemporary high school graduates, was undertaken in 1955, 1967, 1977 and 1980 (Spille, 1982:2). A national sample of high school seniors was used in the 1977 norming study conducted by the Educational Testing Service. Scales were developed to have a "normal distribution with a mean of 50 and a standard deviation of 10 for each of the five tests" (Whitney and Patience, 1981:2). In the 1977 norming study, "the single, national population used in the norming and equating of previous GED tests was replaced by a set of five geographic regions" (Educational Testing Service, 1978:17).

Another change occurred in the content and titles of the five tests comprising the battery. The titles of the original five tests which were used from 1942 to 1978 were:

1. Correctness and Effectiveness of Expression
2. Interpretation of Reading Materials in the Social Sciences
3. Interpretation of Reading Materials in the Natural Sciences
4. Interpretation of Literary Materials
5. General Mathematical Ability (Whitney and Patience, 1981:1).

New tests were developed in the 70s and introduced in 1978 with the titles:

1. Writing Skills
2. Social Studies
3. Science
4. Reading Skills
5. Mathematics (Whitney and Patience, 1981:2).

These new tests "(1) better reflected contemporary secondary school emphases and (2) included a greater variety of source materials relevant to the daily activities of the adult examinee population" (Whitney and Patience, 1981:2).

The time allowed for the tests also underwent changes. The original tests took ten hours. In 1974, a time study was conducted by the Educational Testing Service to determine the time required by examinees to write the new tests (Whitney and Patience, 1981:2). As a consequence, the allowed time was shortened to six hours. Another time study, the Wisconsin Work Rate Study, was undertaken in 1980. New limits were put into effect in July 1981 allowing more time for the Writing Skills and the Mathematics tests (Whitney and Patience, 1981:v).

The GED Test underwent two final changes. One was that of increased involvement of adult educators, of GED Test candidates and of other concerned individuals in the refinements of the program (Educational Testing Service, 1978). The other was the development of

two indexes to determine a candidate's likelihood of passing the GED Test. These were the General Educational Performance Index (GEPI), developed in 1975 and the Official GED Practice Tests (PGED) introduced by the General Educational Development Testing Service (GEDTS) in 1979 (Musgrove, 1981).

The American Council on Education began guiding and directing the GED Test program in the 1950s and, by the 1970s, official GED Test centers were testing about one-half million people annually (Whitney and Patience, 1981:2). Although it was the need of the armed forces' personnel which resulted in the development of the GED Tests, it was the needs of others which caused the tests to thrive in later years. "The nature of the GED testing program progressively changed from one serving only persons in the service to one serving both military and civilian individuals" (Whitney and Patience, 1981:1). The first civilian testing was allowed by the American Council on Education in the 1950s at the request of individual states (Whitney and Patience, 1981:1). Several states then started issuing high school credentials based on a satisfactory score on the GED Tests and soon more civilians than veterans were being tested with the battery (Sharon, 1972b:1056).

The growing importance of the GED Tests has been influenced by the number of high school drop-outs. In the early seventies, it was predicted that "one-fourth of all high school students in the country drop out each year" (Bailey, Macy and Vickers, 1973:37), and "more than 40 percent of Americans over twenty-one do not have a high school diploma" (Bailey, Macy and Vickers, 1973:7). The U.S. Bureau of the Census (1980:164) determined that the number of high school dropouts, identified as being people between ages fourteen to twenty-four, not

attending regular school and not high school graduates, was 3,442,000 in 1979.

In Canada, as in the United States, the proportion of young people completing high school has been rising. Seventy-nine percent of students enrolled in Grade XII in Canada in 1979-80 graduated from high school (Statistics Canada, 1982:32). One implication from these statistics is that approximately twenty percent of the Grade XII students did not graduate. The GED Tests have been increasing in popularity among these students every year. Records show that in 1954, 42,141 people wrote the GED test battery whereas by 1982 nearly 800,000 people wrote it (GED Testing Service, 1982:5).

McLawhorn (1981) related the increasing popularity of the GED Tests to various social factors such as low income, unemployment and pressures to succeed immediately. Other factors which influenced the growth of the GED Test as an acceptable admission requirement for institutions of higher education included the changes in the numbers and kinds of students in the twentieth century and the higher levels of education and training required for entry into the labor market. For many high school equivalency students, the tests are not seen as an end in themselves but as leading to further self-development (Spille, 1982:1). Many apply to post-secondary institutions and more and more institutions are accepting high school equivalency. All of the American states now recognize the GED Tests as equivalent to high school and "most colleges and universities accept the high school equivalency credentials issued by state departments of education as satisfying admission requirements" (Spille, 1982:4). In a recent study conducted by the Office on Educational Credit and Credentials of the American

Council on Education (1982), about ninety-five percent of 2,236 post-secondary institutions which replied to a questionnaire, stated that they admit applicants who "have earned a high school equivalency (GED) credential or have met specific minimum scores on the GED Tests." In Canada, acceptance of the high school equivalency certificate, especially among universities, has proceeded at a slower rate in spite of the fact that all territories and provinces in Canada, except for Ontario and Quebec, recognize the GED Tests. An historical chart showing the growth and development of the Tests of General Educational Development is contained in Appendix A.

Brandon University's Acceptance of High School Equivalency

Brandon University accepted the Tests of General Educational Development as a criterion for admission in 1972 at the encouragement of the Manitoba Department of Education. This acceptance occurred at a time when the university was suffering from decreasing enrollments. In 1967, a mature student status had been introduced as an admission criterion. This policy meant that persons without a high school diploma could attend Brandon University upon proof that they would be twenty-one years of age or over by the end of the April exam period for the academic year for which they were applying. This acceptance of mature students, along with the fear of decreasing enrollment, seemed to pave the way for the acceptance of high school equivalency students. Members of the Senate as well as members of the Curriculum and Academic Standards Committees cannot recall much discussion or dissention over the issue of approving high school equivalency as a criterion for admission. Some of the members who were interviewed recalled that

soldiers from the nearby armed forces base had requested GED admission. Others saw it as just another factor in the open door policy, a wave of change which was engulfing most colleges and universities.

In April of 1972, the assistant to the President sent material about the GED Tests from the Manitoba Department of Education to members of the Senate. The material was discussed at the September 6 meeting of the Curriculum and Academic Standards Committee and a motion was carried at the October 10 meeting approving the GED admission. That approval was taken to the Brandon University Senate meeting of November 30, 1972, and the motion carried was "That a satisfactory score on the General Educational Development Tests be accepted for admission to Brandon University" (Senate Minutes, 1972). It is interesting to note that another motion passed at that same meeting removed all marks or course requirements from Grade XII admission. In the current Brandon University Calendar, the admission policy stipulates "High School graduation as recognized by the Manitoba Department of Education...or Grade XII equivalency (G.E.D.) as recognized by the Manitoba Department of Education" (Brandon University, 1983-84:69).

Since the GED Tests were accepted at Brandon University, 100 equivalency students have attended the institution for at least one term. One student attended in 1973 and after that year the number escalated to twenty-six in 1982 and sixteen in 1983, not including January 1984 admissions (see Table 32 in Appendix C). These students were assigned regular student status. They were neither restricted to a limited number of courses nor required to participate in skill assessment and academic support from the university's Learning Assis-

ance Center or the Mature Student Center. Until an initial study was undertaken in 1982-83, no data had been gathered about these students.

Survey of Research

High School Equivalency Students

Eight of the ten Canadian provinces recognize the GED Tests and have established testing centers. Several have also conducted research and follow-up studies of high school equivalency certificate holders. Since the tests were first introduced in Manitoba in September of 1972, over 20,000 Manitobans have achieved high school equivalency credentials. These credentials are recognized by eighty-one percent of Manitoba employers and are accepted, with varying qualifications, by the three Manitoba Community Colleges, the University of Winnipeg, Brandon University, and four other Canadian universities (Manitoba Department of Education, 1982:1-6). A random sample of equivalency certificate holders from 1973-80 was surveyed and the results indicated that GED certificate holders were "most often 21 to 25 years of age" and "most often (80%) had plans to continue in a post-high school training program" (Manitoba Department of Education, 1981a:4). A survey of 1981 certificate holders showed that the students were typically between twenty-one and thirty years of age, were equally divided on the basis of sex, and twenty-four percent took the tests to broaden educational opportunities (Manitoba Department of Education, 1981b:12-17).

Saskatchewan first conducted GED tests in 1970 and in 1982 published the first follow-up study of 1980 GED graduates. The purpose of that study was to examine: (1) the administration of the test and the preparation undertaken by examinees, (2) the reasons examinees chose

to write the tests, and (3) student comments (Saskatchewan Department of Continuing Education, 1982b:3). The study revealed that before writing the tests, eighteen percent of the examinees said their reason for writing was to obtain admission to educational institutions, and sixteen percent of those examinees hoped to enter university. In another Saskatchewan survey conducted in 1981, it was revealed that community colleges readily accepted the GED Tests as a criterion for admission but that "the Universities of Saskatchewan and Regina do not accept the GED in itself; rather, such applicants may be accepted through the Open Admission or Special Admission policies" (Saskatchewan Department of Continuing Education, 1982a:5).

In Prince Edward Island, the GED Test program has been in effect since 1971 and from September 1971 to September 1982, 2,856 Grade XII equivalency certificates were issued (Prince Edward Island Department of Education, 1982:23). New Brunswick introduced the program in 1975 and participation has increased annually. By 1980-81, 3,103 certificates had been awarded to English speaking adults (New Brunswick Department of Education, 1982:20). British Columbia awarded 4,370 GED certificates in 1981/82 alone (British Columbia Ministry of Education, 1982:23).

The studies which have been undertaken to investigate the success of high school equivalency students have dealt mainly with community colleges, vocational institutions, two-year colleges, military institutions and American students but not with universities or Canadian students. Although most of the studies have shown that high school equivalency students can succeed as well as high school diploma students in post-secondary education, more research is needed especially in Canadian institutions and at the university level.

> Very little research has been done which compares the academic success of the GED Test graduates with the traditional high school graduate in college programs. The need for research in this area has grown in importance as the number of GED Test graduates enrolled in institutions of higher learning has increased (Ayers, 1978:3).

Community college level studies have been conducted at two North Carolina institutions, Surry Community College and Wilkes Community College. Two studies were done at Surry, one in 1978 and one in 1980. The first study found that "GED Test graduates were not significantly different in grade point averages from the regular high school graduates" (Ayers, 1978:10). The second Surry study showed nine high school equivalency students earning a mean grade point average of 2.92, compared with a 2.75 earned by high school diploma students (Ayers, 1980a). The Wilkes study established that no significant difference could be determined between high school equivalency and high school diploma students in grade point averages in English and mathematics tests (Byrd et al., 1973).

Several studies have been conducted at vocational institutions. A study which compared high school equivalency and high school diploma students in vocational programs at Lake City Community College in Florida showed that "the GED students earned a higher community college grade point average than did the diploma students" (Wilson, Davis and Davis, 1981) but that the difference was not significant at the .05 level of significance. A two-year college level study conducted at South Plains College in Levelland, Texas, in 1982 found that "high school nongraduates having completed the GED were equally as likely to succeed in two-year college work as were the high school graduates in the study" (Wolf, 1982:267).

Studies have also been conducted on the military General Educational Development Program. At Lackland Air Force Base in Texas, Waller (1976) examined GED Test program participants and discovered that their average aptitude scores were lower than high school diploma holders. However, in a performance comparison study, high school equivalency students in technical training courses at the U.S. Army Military Police School scored slightly above the general class average but their scores did not equal those of the high school diploma students (Waller, 1976:15).

Researchers Christine Swarm and Amiel Sharon have both included more than one level of post-secondary education in their studies. Swarm conducted three studies; one examined all campuses of the Indiana University system in 1973, a second studied students from Chicago State and Northeastern Illinois Universities in 1977-78, and a third considered high school equivalency students in colleges in Illinois, Pennsylvania, Florida, Indiana, and California in 1980-81. Swarm's purpose was to examine high school equivalency students attending institutions of post-secondary education to determine their ability to succeed. She suggested that the older age of high school equivalency students, plus their strong desire to succeed, may have a bearing on her conclusion which was that "the GED students overall do not appear to be educationally disadvantaged as is evidenced by their grade point averages" (Swarm, 1981:21). Sharon examined high school equivalency students at forty American institutions, twelve junior colleges, and twenty-eight four-year or senior colleges. His findings were that "high school dropouts who score satisfactorily on the GED examinations are

likely to earn college grades comparable to those earned by high school graduates who enroll in college" (Sharon, 1972a:12).

Two other interesting studies were conducted. One at Rutgers University in 1979 concluded that the GED Tests were more difficult than the Degrees of Reading Power Test used by the New York State Board of Regents (Sonnenblick, 1980). The other, a Canadian study, was conducted by the University of Victoria in British Columbia. It examined the effectiveness of the GED Test in selecting non-high-school graduates for a university program operating in two federal prisons in Canada. The study showed that high school equivalency students with lower GED Test scores than normally accepted at the University of Victoria could achieve academic success when extra assistance was provided in English composition and study skills (Ayers, 1980b).

Various researchers have recommended that post-secondary institutions recruit and admit high school equivalency students and that the institutions have confidence in the ability of these students to succeed. Wilson, Davis and Davis (1981) made this recommendation in reference to vocational programs and Sharon (1972b) did the same for junior colleges. According to Sharon, the real significance of the GED Tests for higher education "lies in their extensive use in the admission of non-high-school graduate adults to college" (Sharon, 1972a:2). The American Council on Education recommends, for all institutions of higher education, that "the tests be used in lieu of a high school transcript in determining admission of qualified adults who have not completed high school" (Seaman, Dutton and Ulmer, 1972:31).

At Brandon University an initial study undertaken in 1982-83 provided historical perspectives of the Tests of General Educational

Development and descriptive information about high school equivalency students attending Brandon University. The descriptive data showed an annual escalation of applicants with high school equivalency certificates. An analysis of credit hours attempted and passed revealed that the high school equivalency students who attended Brandon University between 1973 and 1981 successfully completed 64.8 percent of their attempted credit hours, as of the end of the first half of the 1982-83 academic year, with 8.2 percent of the total credit hours still being attempted at the time of the study (Colert, 1983a).

A second study at Brandon University compared equivalency students with diploma students. No significant difference was found in the frequency distributions of the grade point averages of twenty-six equivalency students attending Brandon University in 1982-83 when compared with a random sample of twenty-seven diploma students (Colert, 1983b).

Studies of equivalency students have also examined several of the variables selected for this present study. Rogers (1977) examined first semester college performance of 170 high school equivalent students enrolled at a small mid-western U.S. college. He found the mean age of the students to be just over thirty years of age, their mean GED Test score average to be 50.2, and their mean first semester grade point average to be 1.71 with fifty-nine percent at or below the 1.99 level (Rogers, 1977:4). He concluded that GED Test scores and averages could not predict academic success.

Swarm's (1981) previously mentioned study made reference to one of the chosen variables, that of study skills or learning assistance. Throughout her interviews with students and in their written comments,

equivalency students made constant reference to their need for special services. They identified problems in reading and study skills and they felt that when they first entered college they should have been referred for help in those areas. Swarm also found that an overdemanding load of college courses was one reason students gave for dropping out and that "higher GED Test scores indicated students who tended to achieve better in college" (Swarm, 1981:21). Other studies which showed the predictive validity of the GED Tests were conducted by Sharon (1972b) and by Wolf (1980).

Achievement and Attrition

The two dependent variables examined in this study were academic achievement and attrition. These variables were selected for this study because they are considered to be overall indicators of student success and goal accomplishment and also because they are factors which determine who remains in college and who eventually graduates.

Many studies and reports have been undertaken to identify, examine and discuss factors associated with academic achievement. Grade point averages are a common variable in studies involving students and levels of academic achievement or attainment. This achievement of students is usually of interest to educators and administrators.

Earlier, in the section on historical perspectives of higher education, mention was made of the decline in admission which occurred in the early 1970s. This decline resulted in an increasing interest in attrition. Educational institutions value their students and greater concern is being shown for reasons underlying student drop-outs and for strategies for reducing attrition. With increasing concern for the high-risk students, "the identification of potential drop-out is a

prerequisite step to helping people who have difficulty completing a . . . program" (Sainty, 1971:223).

For some time, withdrawals have been recognized by many as a serious problem in the area of adult education (Boshier, 1971; Verner and Davis, 1964; Sainty, 1971). Drop-out rates have been quoted at anywhere from 29 percent (Zahn, 1964:41) to 55.2 percent (Sainty, 1971:229) and higher. Studies which have examined factors influencing attrition have been discussed by Blanc, DeBuhr and Martin (1983), Houle (1964), Sainty (1971), Truesdell (1975) and Knox and Sjogren (1964). Many factors have been studied to determine their relationship to attrition rate, and conclusions point to multidimensional aspects (Verner and Davis, 1964; Knox and Sjogren, 1964; Tinto, 1975; Spady, 1970 and 1971; Boshier, 1973) and hence a prescription of multiple solutions (Knox and Sjogren, 1964:86), not all of which reside with the student (Boshier, 1973:279).

These general comments are elaborated upon in the discussions of the preceding and following sections.

Age, Sex, Degree Program and GED Test Scores

Four of the independent variables examined in this study were: age, sex, degree program and GED Test score.

Age. Age has been a variable in many studies which have examined students and their attrition rate and/or achievement levels (Bellico, 1973; Lester et al., 1975; Truesdell, 1975; Verner and Davis, 1964; Dickinson and Verner, 1964; Wolf, 1980; Sharon, 1978a & b), and high school equivalency in general (Saskatchewan Department of Continuing Eduation, 1980b). Results include age not being a

significant factor in relation to attrition (Lester et al., 1975) nor in relation to achievement (Knox and Sjogren, 1964). Results were inconclusive in some studies (Verner and Davis, 1964) whereas, in others, older students were found to have a lower drop-out rate (Dickinson and Verner, 1964). Because older people tend to be less mobile (Truesdell, 1975:151), there is the expectation for them to have a lower drop-out rate for reasons connected with moving. Wolf's study involved equivalency students and his findings were that age was "important in predicting two-year college academic performance . . . when used in conjunction with GED scores" (Wolf, 1980:2). Sharon found that "age was an effective moderator in the prediction of GPA" (Sharon, 1978b:1058).

Sex. The gender of the high school equivalency student was the second independent variable examined. Sex has been a frequently explored variable by other researchers and has been examined in relation to academic achievement (Bellico, 1973) and to attrition (Verner and Davis, 1964; Dickinson and Verner, 1964). Overall results have been inconclusive, however, Khan (1973) concluded in his study of sex differences in predicting academic achievement in five Canadian universities, that "the correlations between predictors and achievement for females are higher than similar correlations for males" (Khan, 1973:90). Khan suggests this may be that females in a university program may have clearer goals, a factor which could relate to the career maturity variable examined in this study.

Degree Program. This variable was included in the study at the suggestion of admission personnel and counselors at Brandon University.

Brandon University offers three- and four-year bachelor degrees in four disciplines: Arts, Science, Education, and Music, plus one general area called General Studies. The staff was concerned that perhaps equivalency students could achieve higher levels of success and program completion in the more flexible program like Arts or General Studies which had no or few course prerequisites as opposed to those like Science, Education and Music which had prerequisite high school diploma courses.

GED Test Score. The predictive validity of GED Test scores has been researched at the college level. Rogers (1977) concluded that GED Test scores and averages could not predict academic success. Wolf (1980) concluded that they could. He suggested that the subtests may be slightly more efficient predictors than the average score. Sharon's study also concluded that "the test can be appropriately used for prediction of college success" (Sharon, 1978a:9). He also examined the relationship between GED Test scores and withdrawal and, although he noted the multi-faceted aspect of withdrawal plus the difficulty in defining "dropout", his study showed a "modest relationship" between "GED scores and persistence in college" (Sharon, 1978b:1059). Swarm (1981) found a relationship between GED Test scores and college achievement.

Academic Testing, Advisement and Learning Skills

Academic Testing and Advisement. Recent studies have shown that academic advising services are among factors which appear to influence attrition rates (Blanc, DeBuhr and Martin, 1983:80). The assessment of

students' basic skills in mathematics, vocabulary, writing and reading has been a function of the Mature Student Center at Brandon University since its inception. The advisement that follows the testing involves use of the assessment data to counsel students as to the number and kinds of courses and has always been viewed as a technique to aid academic achievement.

Learning Assistance. In recent years, universities and colleges have developed learning assistance programs, services and resource centers with the belief that such services can influence retention and achievement of students. Although "little empirical data exist concerning the effectiveness of such programs" (Blanc, DeBuhr and Martin, 1983:80), performance and retention appear to be improved for high risk students who seek the services of learning assistants (Blanc, DeBuhr and Martin, 1983). Study habits and skills play a role in both persistence and achievement of regular students (Bucklin and Bucklin, 1970).

A previously mentioned Canadian study at the University of Victoria found that, with extra help in English composition and study skills, high school equivalency students with lower GED Test scores than those normally accepted at the university could achieve academic success (Ayers, 1980b). Swarm (1981) found that many equivalency students felt that they needed assistance in the areas of help normally covered under a learning assistance program. An early study by Houle (1964) on the topic of drop-out of adult education programs in public schools, YMCA's and university evening programs concluded that many adults drop out because they do not know how to learn (Houle, 1964:227). The recommendations of a national survey for educators included the use of

such solutions to drop-out as "selection and emphasis on study skills" (Knox and Sjogren, 1964:86).

Career Maturity

In spite of the acceptance of career maturity as a concept relevant to the overall process of career development, few instruments have been designed to measure career maturity, a circumstance Westbrook and Mastie (1973) relate to the difficulty involved in developing such instruments. To explore career maturity instruments, Buros' The Eighth Mental Measurements Yearbook (1978) was consulted. Several inventories described therein measured only interests such as Career Assessment Inventory, Ohio Vocational Interest Survey, Kuder General Interest Survey, and the Strong Campbell Interest Inventory. Three instruments which specifically measure career maturity are the Career Maturity Inventory (CMI) developed by John Crites, the Career Development Inventory developed by Donald Super and others, and the Cognitive Vocational Maturity Test developed by Bert Westbrook. "All three have strengths that make them particularly suitable for some purposes, and all three have limitations that might be remedied through further research and development" (Westbrook and Mastie, 1973:15).

The CMI was chosen for this study because it suited the research design and it fulfilled the purpose of determining the attitudes of adult students. The CMI "has many desirable characteristics" (Westbrook and Mastie, 1973:10) including the fact that it is easy to administer (Westbrook and Mastie, 1973; Hansen, 1974:171). It was carefully developed, and scoring and norming can be accomplished quickly and easily (Hansen, 1974:171). It has a wide range of uses and many research studies have been conducted using the CMI (Westbrook and

Mastie, 1973:10). "Reliability and validity data extending from 1961 are sufficient to establish the Attitude Scale as an instrument that measures five clusters of career attitude maturity" (Hansen, 1974:171).

Buros' (1978) Yearbook contains three reviews of the CMI, by Martin R. Katz, Educational Testing Service; Donald G. Zytowski, Iowa State University; and Garth Sorenson, University of California. The reviewers expressed concern about various aspects of the CMI, such as the content validity and large numbers of items keyed false, but referred to the CMI as a "very popular criterion measure in doctoral dissertation program evaluations" (Buros, 1978:1567). Sorenson (1974) called Crites a "sophisticated testmaker" and stated that "there is much that is commendable in the work Crites has already done" (Sorenson, 1974:55 & 57). All reviewers expressed some doubts about its use and recommended more study. However, Buros' list of 187 references to the CMI indicated that the CMI was well known and used.

The CMI was initially called the Vocational Development Inventory (VDI) when produced by John O. Crites, a professor of Psychology at the University of Maryland, in the early 1960s. As the career development theory grew in popularity and the term "career" replaced "vocational" as being a broad, more contemporary and comprehensive term, Crites changed the name. The term "maturity" was used to capture the variables which the inventory was designed to measure, namely (1) "decisiveness in career decision making," (2) "involvement in career decision making," (3) "independence in career decision making," (4) "orientation to career decision making" and (5) "compromise in career decision making" (Crites, 1978a:10). The Attitude Scale was constructed using items taken from everyday, verbal statements

made by students in career counseling situations. It was first administered in 1961-62. Crites (1978b) elaborates on the reliability (internal consistency, stability and equivalence) and validity (content, criterion-related and construct) concluding that the Attitude Scale is "a reliable and valid measure of career maturity" (Crites, 1978b:4).

The CMI consists of two measures, a fifty-item, true-false Attitude Scale and a Competence Test. The Attitude Scale was the one used in this present study because it measured the maturity of students' attitudes towards career decision making. The Attitude Scale "elicits the feelings, the subjective reaction, the dispositions that the individual has toward making a career choice and entering the world of work" (Crites, 1978b:3). The CMI is a "product of twelve years of vocational development research by John Crites" (Hansen, 1974:168). Hansen says "The most noticeable deficit in Attitude Scale research is the absence of longitudinal validity studies" (Hansen, 1974:171). The CMI has been called a "leading instrument in its field" (Hanna and Neeley, 1978:114), yet concern has been expressed about low K-R 20 coefficients and no equivalent-halves procedures undertaken (Hanna and Neeley, 1978:115).

The CMI has a wide span of applicability including males and females, different demographic, cultural and national groupings, and junior high students to senior college level. It has been used with thousands of students both in the U.S.A. and abroad. Although the CMI was originally intended for use with school age children, personnel administrators and counselors have found it useful with post-high school age individuals in various institutional settings including colleges and universities (Crites, 1978c:1). As adults return to educational

institutions, they, like school age children, have concerns about career choice and hence can benefit from an instrument which measures the attitude essential in making that choice. To meet this need, Crites designed an adult version of the CMI containing specific instructions for adult test-takers.

Although no studies were found which used the concept of career maturity of the CMI specifically with equivalency students, relevant studies which have used the CMI in examining students' performance and functioning include the following:

1. Anderson (1976) found a significant relationship between academic success and career maturity with first-year community college students in rural southwestern Virginia.

2. Lester et al. (1975) discovered a significant relationship between program completion and career maturity of ex-addicts in a vocational training program, showing that the CMI was also useful for studying disturbed populations.

3. Graves (1974) found that there was a significant relationship between the degree of vocational maturity of sophomores and juniors at the University of Northern Colorado and their degree of commitment to completing the degree.

4. Thomas (1974), in a study to examine relationship between locus of control and vocational maturity, discovered that students with an internal locus of control received higher scores in vocational maturity than students with an external locus of control.

5. Wilson (1975) used the CMI to compare locus of control and career maturity of high school seniors. She concluded that the more external a person's belief, the lower the career maturity score and that

females achieved significantly higher scores than males on the Attitude Scale.

6. Faurot (1973), in a study at the University of Minnesota using 1966-68 data from post-secondary institutions, found that the CMI was not predictive of the grades of vocational students, but that grades were significantly related to attrition.

7. Costaris (1973) used the Attitude Scale as a measure of maturity of vocational attitudes in a study at a two-year community college in New Jersey, to compare traditional and open door students. He concluded that open door students received significantly lower vocational maturity scores than traditional students.

8. Chapin (1974) studied the relationship between vocational maturity and personality traits.

9. Capehart (1973) used the CMI Attitude Scale and Holland's Self Directed Search in a study of 148 first-year students at Beaufort County Technical Institution in Washington, N.C. to investigate the relationship between vocational maturity and adequacy of vocational choice.

10. Pendleton (1976), studying grade 10 and 11 male students in West Virginia, found a significant difference in the mean career maturity scores for those who dropped out and those who remained in class. He also found that career maturity scores increased as the grade level increased. He concluded that career maturity was a specific aspect of general development and that students who stayed in school possessed more competencies to make career choices than students who dropped out.

11. Ross (1977) used the CMI as a predictor of success to study vocational programs in a high school. He concluded that vocational maturity was a predictor of academic achievement and program completion for students in certain vocational training areas.

12. Mintzer (1976), in a study of high school students in Connecticut, found that girls received higher career maturity scores than boys at every grade level.

13. Gasper (1975), in a study of high school students in Kentucky, discovered that females scored higher in career maturity than males.

14. Bernardelli et al. (1983), in a study by McGill University in Montreal, examined the relationship between sex and career maturity using the CMI. "Sex roles are well known to have an influence on the vocational choices that individuals make" (Bernardelli et al., 1983:77).

Although these research studies do not demonstrate the use of the CMI with equivalency students, it is an instrument that "has been developed and studied more thoroughly than other tests of vocational maturity and is appropriate for use with a college age population" (Richardson, 1976:5). For this and the reasons expressed above, the CMI was selected for this study.

Student Reactions to College

There were two main roots contributing to the development of the Student Reactions to College survey. One was the concern with student unrest in the 1960s and the apparent communication difficulties between the students and the administration and faculty of institutions of higher education. The second was the work of K. Patricia Cross in the late 1960s and her conclusions about the "informational gaps" existing

at two-year college institutions (Educational Testing Service, 1978a:1). To provide a means for better communication so students' concerns could be expressed to those who could enact changes to meet those concerns, the Educational Testing Service and the College Entrance Examination Board supported the research and development of a questionnaire.

The development and testing of the questionnaire was undertaken by Project Director Jonathan R. Warren, a Research Psychologist, and by Pamela J. Roelfs, a Senior Research Assistant, both with the Research and Development Division of Educational Testing Service in Berkeley, California. The main purpose of the questionnaire was to provide a channel for the "flow of information between college students and staff" (Educational Testing Service, 1978a:5). Hence it's goal was to facilitate the expression of students' views while being a source of information for the institution's staff (Educational Testing Service, 1978a:1).

The final product covered content considered to be most important to students and about which institutions had power to change. Four main content areas emerged. They were identified in the SRC Manual for Users (Educational Testing Service, 1978a:7) as:

1. "Processes of instruction" which included the students' studying activities as well as the relationship between students and faculty, plus various aspects of the difficulty and appropriateness of courses.

2. "Student goals" which included advising and counseling services as well as decisions and plans about educational and occupational endeavors.

3. "Administrative affairs" including registration and other procedures.

4. "Out-of-class activities" covering concerns of housing, transportation, finances and employment.

Within these four main content areas exist nineteen subdivisions:

Quality of Instruction	Programming
Form of Instruction	Registration and Scheduling
Student-centered Instruction	Library and Bookstore
Academic Performance	Rules and Regulations
Grading	Administrative Procedures
Studying	Campus Climate
Instructor Accessibility	Organized Student Activities
Involvement with Faculty	Help with Living Problems
Counseling and Advising	Financial and Related Problems
Planning	

(Educational Testing Service, 1978a:20)

The Student Reactions to College was selected as a data gathering instrument for this study for several reasons. One of the main reasons was the production of a group report as opposed to individual scores. Because the equivalency students exist as a small, identifiable group at Brandon University, it was expected that the "collective perceptions" (Educational Testing Service, 1978a:30) would be more useful than those of individual members of the group. The second reason was that the identification of real and potential problem areas provided by the SRC (Educational Testing Service, 1978a:12) would enable the university staff to obtain a clearer picture of present and future service needs. The third reason for selecting the SRC was the usefulness of having both the results of specific individual items as well as the results for the nineteen sub-divisions. This allowed for a general overall opinion to be presented as well as close scrutiny of individual items which clarified the general opinion or pointed out specific concerns. In

general, the SRC was selected to provide answers to questions about the views and perceptions of high school equivalency students.

Two reviews of the SRC were presented in The Eighth Mental Measurements Yearbook (1978), one by Lawrence M. Aleamoni, Professor of Educational Psychology at the University of Arizona, and the other by Eric F. Gardner, Professor of Educational Psychology at Syracuse University. Although both expressed some concern about the use of the SRC, Aleamoni concluded that "the SRC appears to be a carefully designed and refined questionnaire which should serve many useful purposes" (Buros, 1978:540) and Gardner concluded that the SRC was "appropriate in situations in which a student, faculty, or administrative group wishes specific answers from a group of students to the pragmatic questions it contains" (Buros, 1978:541).

Although no research studies were located which dealt with high school equivalency students being administered the SRC, Roelfs (1975) referred to the use of the SRC with older college students. She found that fewer students over age twenty-two feel that "they are doing poorly in their studies" (Roelfs, 1975:1) than students under age twenty-two. She also found that as the age of students increased, so did their preference for more traditional instructor-centered instruction.

This chapter has covered various aspects of higher education, beginning with a general overview and ending with the specific variables researched in this study. Historical and analytical perspectives of higher education were followed by a review of both the development of the Tests of General Educational Development and their acceptance on the Brandon University campus. Next followed a survey of studies on the areas of specific concern to this research, namely,

equivalency students, achievement, attrition, age, sex, degree program, GED Test score, academic testing, advisement, learning skills assistance, career maturity and finally, student reactions to college.

Chapter 3

PROCEDURES AND METHODOLOGY

Various sources of information were consulted to obtain background material for this study. First, Canadian and American educational historians and analysts such as Ross (1976), Brubacher and Rudy (1958), Cale (1981), Corbett (1946), Cross (1981), Mayhew (1981) and Taylor (1946) were read to gain better understanding of the circumstances and changes in the field of higher education. Next, reports of Statistics Canada and records of the U.S. Bureau of the Census were examined for information about enrollment and population. Information from the above sources was discussed under "Historical and Analytical Perspectives of Higher Education" in Chapter 2. Then, the GED Testing Service of the American Council on Education was contacted for historical, descriptive and analytical material about equivalency students and the GED Tests. This material was presented under "Inception and Growth of the Tests of General Educational Development" in Chapter 2, and significant events were recorded and organized in a chronological chart showing the growth and development of the GED Tests from their introduction in 1942 to their present-day status (Appendix A).

The next step in obtaining background material was the examination of specific data from Brandon University including the 1972-73 minutes of the meetings of the Senate and the meetings of the Curriculum and Academic Standards Committee. Significant motions and discussions relevant to the GED admission at Brandon University were

recorded. Committee members who were still on the university campus were asked about their recollections regarding the motions. This Brandon University information was recorded under "Brandon University's Acceptance of High School Equivalency" in Chapter 2 and was also recorded in the chronological chart showing specific dates and events regarding GED policy on the Brandon campus (Appendix A).

Next, the provincial departments responsible for administering the GED Tests were contacted for reports on their research investigations. Government documents such as Annual Reports on Education were examined. Other literature sources searched included the Dissertation Abstracts, the Psychology Information Data Base and the Educational Resources Information Center (ERIC) documents using the following descriptors: High School Equivalency Programs, Academic Achievement, Student Attrition, Student Reactions to College, Vocational Maturity Tests and Academic Advisement. These searches provided details of studies involving students and variables similar to those examined in this project. The studies were presented and discussed in the "Survey of Research" in Chapter 2.

Then, efforts were made to seek out instruments which would be suitable to measure the two variables, career maturity and student reactions to university. A search was made of Buros' The Eighth Mental Measurements Yearbook Vols. I & II (1978) and, after exploring various instruments, two were selected, the Career Maturity Inventory and the Student Reactions to College. They were described in the "Survey of Research" section in Chapter 2.

To obtain data about the high school equivalency students at Brandon University, the following procedures were undertaken:

1. First, a Student Information Form (Appendix B) was designed to record the data to be gathered about each equivalency student participating in the study. The form contained the following headings: Brandon University student number, name, address, phone, survey identification number, birthdate, age, sex, degree program, GED Test score, career maturity score, academic testing, academic advisement, learning skills assistance, grade point average, number of terms completed and attending Brandon University in 1983-84.

2. Second, once the final date for new 1983 admissions had passed, Brandon University's admission files which recorded the students as they applied and identified them as regular, mature or GED were examined. From these files a list of student numbers for those students admitted on the basis of the GED from 1973-1983 was compiled. One hundred thirty-eight student numbers were obtained identifying equivalency students who were admitted to Brandon University between 1973 and 1983. One Brandon University student number was entered onto each Student Information Form.

3. Next, using the student numbers obtained from the admission files, the names, addresses, phone numbers, birthdate, sex and degree program of the equivalency students were retrieved from Brandon University's registration files. In some cases those same files provided information on the GED Test scores although such scores were not requested by the admission office until August of 1983. The registration records also provided the grade point average, whether or not the student was presently taking courses and whether or not the student had attempted more than one term of course work. This information was transferred to the appropriate item on the Student

Information Forms. Thirty-eight of the equivalency students admitted to Brandon University from 1973-83 either did not attend or withdrew before the first set of examinations and their Student Information Forms were withdrawn. The records of six other equivalency students were not contained in the computer files because the students were admitted prior to the computerization of the records. This left ninety-four equivalency students in the study. Thirty-five of those ninety-four students were registered for classes in the 1983-84 academic year.

4. Then, the student records of the Mature Student Center and Student Services Department were scrutinized to identify any equivalency students who had undergone academic testing, academic advisement and learning skills. These offices have kept alphabetical card files and records on each student who has had contact with the department since 1981. These records were searched for the names of students on the Student Information Forms which had a student number showing admission in 1981 or later. When a file showed that an equivalency student had had contact, the type of contact, i.e. testing, advisement and/or learning skills assistance, was then recorded on the Student Information Form.

5. Next, the thirty-five equivalency students who were attending classes at Brandon University in the 1983-84 academic year were contacted by phone in the months of November and December, 1983. Thirty-three students agreed to participate in the study and interviews were held with each student to administer two inventories: (1) the fifty question, true-false Attitude Scale, Screening Form A-2 of the Career Maturity Inventory (CMI), and (2) the 150 item, group-measurement, Student Reactions to College (SRC) instrument. In

addition to the two inventories, the students were asked to provide any information which was not recorded on the university records, such as their GED Test scores. Students unable to locate records of their GED Test scores signed waivers to the Manitoba Department of Education to release their marks to Brandon University.

6. Finally, the grade point averages as of January 15, 1984, were extracted from the student records. One of the thirty-three participants did not have a grade point average recorded and this left thirty-two students in the "presently attending" file and ninety-three students in the total group.

The two inventories administered to the thirty-three students attending Brandon University in November and December, 1983 were then scored. The CMI was scored by hand and the raw scores converted to standard scores through the use of a conversion table (Crites, 1978b:50). The SRC was sent to the Educational Testing Service for scoring. The standardized CMI scores were entered onto the Student Information Forms while the results of the SRC were recorded in a Summary Data Report (Appendix D).

The following chart summarizes the four sources and the data provided by each.

Sources	Data Provided
1. Admission files	student numbers
2. Registration files. . . .	student name, address and phone number birthdate sex degree program GED Test score grade point average presently attending/not attending B.U.

3. Mature Student Center and Student Services Records . . . . . academic testing
   academic advisement
   learning skills assistance

4. Equivalency students. . . career maturity score
   student reactions to college results

After the data on each student were gathered on the Student Information forms, all except the results from the SRC were entered into the Amdahl computer at the University of Manitoba using the Statistical Analysis System (SAS). Totals, means and frequencies were calculated and tables and figures developed (Chapter 4). Then, correlation coefficients were determined by the use of the Statistical Program for the Social Sciences (SPSS). Next, a stepwise multiple regression analysis was conducted using the SPSS to test the first sixteen null hypotheses and examine the relationships between each of the eight independent variables: age, sex, degree program, GED Test score, career maturity score, academic testing, academic advisement and learning skills assistance and the two dependent variables: grade point average and attrition. Not all factors were available for each group as the computerized registration files did not contain complete information on students admitted prior to 1975, and the testing, advisement and learning skills services did not exist in an organized manner before 1981. Students who were no longer attending Brandon University were not contacted for missing data.

The descriptive information about the reactions of equivalency students to various aspects of university life was provided by the SRC. The completed SRC surveys were analyzed by the Educational Testing Service and the descriptive information from the surveys was presented

through the use of an SRC Summary Data Report. This report provided background information on the thirty-three participants and that information was organized into a table showing the sex, age, employment status, ethnic group, credit hours, time of classes, year in class and major field or course of study. The report provided the responses of the students to each of the 150 item statements in the survey. The responses were given in percentages of students and were categorized into favorable and unfavorable percentage responses. The SRC Summary Data Report contained two types of items, report items and preference items. The responses to these two types of items were provided separately. Report item responses were displayed in tables, one for each of the nineteen different categories of student life, starting with the one with the highest total percentage favorable responses. Preference items with significantly high response rates were then presented.

Chapter 4

PRESENTATION OF RESULTS

There were three main parts to this study. The first part was the research of background material on (1) the historical and analytical perspectives of higher education, (2) the inception and growth of the Tests of General Educational Development, (3) Brandon University's acceptance of high school equivalency as a criterion for admission and (4) studies related to the variables examined in this research. The second part was the analysis of the relationships between eight independent variables: age, sex, degree program, GED Test score, CMI score, academic testing, advisement and learning skills assistance and two dependent variables: academic achievement and attrition. The third part was the analysis of the results obtained from administering the Student Reactions to College survey. The results from the first part have been presented in Chapter 2 and Appendix A. The results from the second and third parts follow.

Analyses of Variables

In analyzing the dependent and independent variables, data were gathered on Student Information Forms (Appendix B) from ninety-four high school equivalency students participating in the study. Descriptive information on the sex, ages and degree programs of the ninety-four students is shown in Table 1. The numbers were divided equally between the sexes and almost equally between the twenty-four or under and twenty-five or over age groups. Ages ranged from eighteen to

forty-seven with a mean of twenty-six and a mode of twenty. One third of the participants were between the ages of nineteen to twenty-one as shown in Table 2.

Table 1

Sex, Age and Degree Program of Ninety-four Students Participating in the Study

Category		Number	Percentage
Sex:	Male	47	50
	Female	47	50
Age:	24 or under	50	54
	25 or over	44	46
Degree Program:	Science	33	35.1
	Arts	29	30.9
	General Studies	12	12.8
	Education	10	10.6
	Nil	10	10.6

Science proved to be the most popular degree program as revealed in Figure 1. Next in popularity was Arts followed by General Studies, Education and Nil degree. No high school equivalency students enrolled in the Music Program.

Data were gathered on the testing, advisement and learning skills of forty-eight high school equivalency students. More students chose to obtain academic advisement than underwent testing or sought assistance with learning strategies. Only one third chose to undergo

initial testing to determine strengths and weaknesses in academic skills, and the same number voluntarily attended learning skills sessions to improve study strategies and effectiveness (Table 3). About half of the forty-eight students did obtain academic advisement to assist in planning programs and selecting courses (Figure 2).

Table 2

Frequency by Age of Ninety-four Participants

Age	Frequency	Percentage
18	2	2.128
19	10	10.638
20	12	12.766
21	10	10.638
22	4	4.255
23	9	9.574
24	3	3.191
25	5	5.319
26	5	5.319
27	7	7.447
28	2	2.128
29	1	1.064
30	3	3.191
31	1	1.064
32	5	5.319
33	1	1.064
34	1	1.064
35	1	1.064
36	1	1.064
37	1	1.064
38	3	3.191
40	1	1.064
41	1	1.064
42	2	2.128
43	1	1.064
46	1	1.064
47	1	1.064

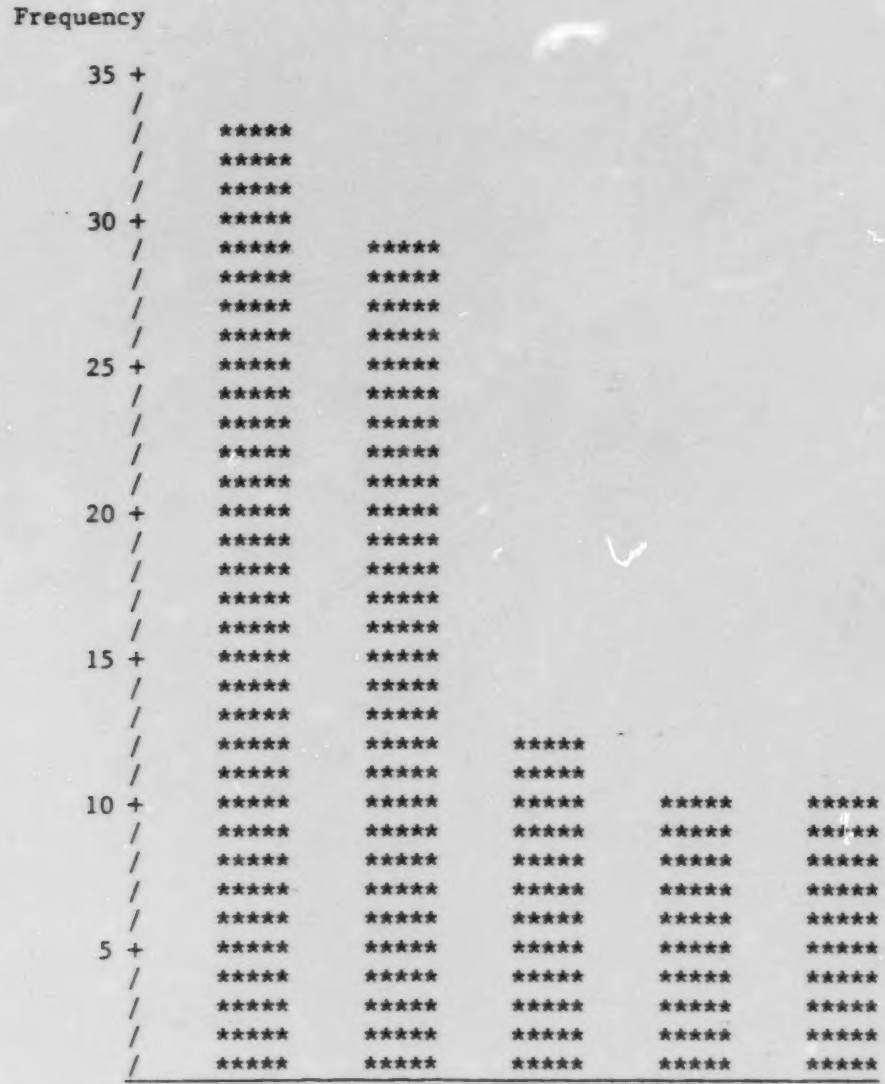


Figure 1

Degree Program Selected by High School Equivalency Students at Brandon University

Table 3

Participation in Testing, Advisement and Learning Skills of Forty-eight High School Equivalency Students

Category	Participation	Number	Percentage
Testing:			
Males	Yes	7	26
	No	20	74
Females	Yes	7	33
	No	14	26
TOTAL	Yes	14	29
	No	34	71
Advisement:			
Males	Yes	9	33
	No	18	67
Females	Yes	13	62
	No	8	38
TOTAL	Yes	22	46
	No	26	54
Learning Skills:			
Males	Yes	7	26
	No	20	74
Females	Yes	7	33
	No	14	67
TOTAL	Yes	14	29
	No	34	71

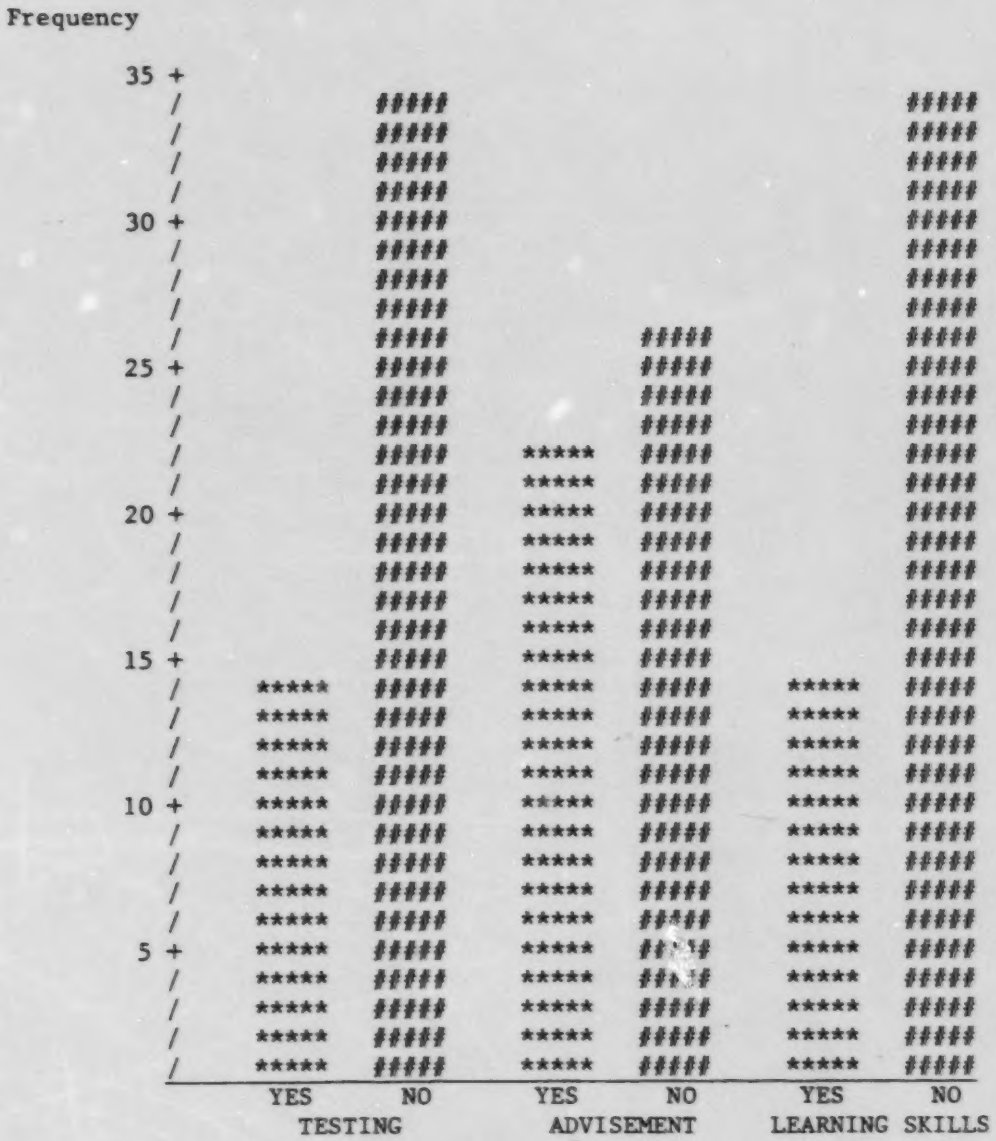


Figure 2

Testing, Advisement and Learning Skills Participation of Forty-eight High School Equivalency Students

Two other independent variables in this study were the GED and CMI test scores (Table 4). The GED scores ranged from 46.6 to 72.6 with a mean of 59.5. Males had a slightly higher mean GED score than females. The CMI was administered to thirty-three students and was scored in accordance with the directions in the CMI manual. Raw scores were converted to standard scores. The mean CMI standard score was 54.8

Table 4

Means, Standard Deviations and Ranges of the Age, GED, CMI and GPA Scores

Variable	Number	Mean	Standard Deviation	Range Minimum	Range Maximum
Females:					
AGE	47	25.77	6.92	18.0	46.0
GED	15	58.85	6.27	46.6	72.2
CMI	15	54.60	6.62	44.0	65.0
GPA	46	2.18	1.04	00.0	4.0
Males:					
AGE	47	26.21	7.29	19.0	47.0
GED	20	59.98	6.73	48.0	72.6
CMI	18	54.56	9.41	36.0	73.0
GPA	47	1.62	1.30	00.0	3.75
Total Group:					
AGE	94	25.99	7.07	18.0	47.0
GED	35	59.50	6.47	46.6	72.6
CMI	33	54.58	8.14	36.0	73.0
GPA	93	1.89	1.21	0.0	4.0

with a range of 36 to 73. Males and females had almost identical mean CMI scores.

The two dependent variables were grade point average and completion of more than one term of studies. The GPA's of ninety-three students were obtained after the December 1983 examination period. The grade of one student was unavailable because her courses were two-term courses and no first-term marks were awarded. The range of GPA's was from 0.00 to 4.00 with a mean of 1.89, a score of just under a "C" letter grade or an "average" standing (Table 4). Females had a higher average GPA than did males, 2.18 compared to 1.62. The number of students who completed more than one term was seventy-four. A higher percentage of males than females withdrew from Brandon University after completing only one term (Table 5).

Table 5

Completion of More than One Term of Studies

	Completed		Not Completed	
	#	%	#	%
Females	41	87	6	13
Males	33	70	14	30
Total	74	79	20	21

To test the null hypotheses that there was no significant relationship between the eight independent variables of age, sex, degree program, GED Test score, CMI score, academic testing, advisement and learning assistance and the two dependent variables of grade point

average and completion of more than one term, correlation coefficients were calculated and stepwise multiple regressions were conducted. These procedures were undertaken for two sets of observations. The first set was ninety-three observations which contained complete data on the dependent variables grade point average and completion of more than one term and the independent variables age, sex and degree program. For purposes of the analysis, degree program was broken down into Arts, Science, General Studies, Education and Nil Degree. First the correlation coefficients were calculated and they are shown in Table 6. Three of the variables, Arts, Science and Education showed negative coefficients with GPA while three variables, age, General Studies and Nil Degree showed negative coefficients with completion.

Table 6

Correlation Coefficients for Ninety-three Observations for GPA and Completion

Variables	GPA	Completion
Age	0.21974	-0.22177
Sex	0.23479	0.20375
Arts	-0.02220	0.11533
Science	-0.09373	0.11469
General Studies	0.13424	-0.26694
Education	-0.10307	0.09720
Nil Degree	0.13545	-0.15625

After the correlation coefficients were calculated for the ninety-three observations, stepwise multiple regression analyses were

conducted. Table 7 shows the analysis for dependent variable GPA. Five of the seven independent variables were entered into the stepwise regression. Sex had the greatest influence, accounting for five and one-half percent of the variation in the grade point average. Age was entered in the second step, then General Studies, Nil Degree and finally Education. All were positive R's except for Education. The five factors accounted for almost fourteen percent of the variance in the grade point average.

Table 7

Stepwise Multiple Regression Analysis for Dependent Variable GPA for Ninety-Three Observations

Step	Variable	Multiple R	R Square	RSQ Change	Simple R
1	Sex	0.23479	0.05512	0.05512	0.23479
2	Age	0.32480	0.10549	0.05037	0.21974
3	General Studies	0.34797	0.12108	0.01559	0.13424
4	Nil	0.36958	0.13659	0.01551	0.13545
5	Educ	0.37304	0.13916	0.00257	-0.10307

Table 8 shows the analysis for dependent variable completion. Five of the seven independent variables were entered. General Studies showed the highest level of accountability for the completion variable, accounting for seven percent of the change. Next in order were Nil Degree, sex, age and Science. General Studies, Nil Degree and age showed negative simple R values.

Table 8

Stepwise Multiple Regression Analysis for Dependent Variable Completion for Ninety-three Observations

Step	Variable	Multiple R	R Square	RSQ Change	Simple R
1	General Studies	0.26694	0.07126	0.07126	-0.26694
2	Nil	0.32978	0.10876	0.03750	-0.15625
3	Sex	0.37923	0.14381	0.03506	0.20375
4	Age	0.41273	0.17034	0.02653	-0.22177
5	Science	0.41390	0.17131	0.00097	0.11469

The second set of thirty-two observations contained complete data for all the dependent and independent variables. The number of Education Degree programs was too few to be included in the analysis.

Table 9

Correlation Coefficients for Thirty-two Observations for GPA and Completion

Variable	GPA	Completion
Age	0.35824	-0.15467
Sex	0.30718	0.15840
Arts	-0.12237	0.14856
Science	-0.10488	0.12999
General Studies	0.02925	-0.69561
Nil Degree	0.26347	0.08628

Table 9 (Continued)

Variable	GPA	Completion
GED	0.45050	0.06731
CMI	0.22517	-0.01320
Testing	-0.04162	0.12999
Advisement	-0.02990	0.20365
Learning Skills	-0.05744	0.13912

The first procedure was the calculation of correlation coefficients for grade point average and completion and they are shown in Table 9. Five

Table 10

Stepwise Multiple Regression Analysis for Dependent Variable GPA for Thirty-Two Observations

Step	Variable	Multiple R	R Square	RSQ Change	Simple R
1	GED	0.45050	0.20295	0.20295	0.45050
2	Sex	0.56836	0.32303	0.12008	0.30718
3	Age	0.65937	0.43476	0.11173	0.35824
4	Nil Degree	0.71723	0.51442	0.07966	0.26347
5	Testing	0.74189	0.55040	0.03597	-0.04162
6	General Studies	0.76127	0.57953	0.02913	0.02925
7	Learning Skills	0.77005	0.59298	0.01346	-0.05744
8	Advisement	0.77924	0.60721	0.01423	-0.02990
9	Arts	0.77990	0.60824	0.00103	-0.12237
10	CMI	0.78016	0.60865	0.00041	0.22517

of the independent variables, Arts, Science, testing, advisement and learning skills, showed a negative correlation with grade point average and three of the independent variables, age, General Studies and CMI showed a negative correlation with completion.

Table 11

Stepwise Multiple Regression Analysis for Dependent Variable Completion for Thirty-two Observations

Step	Variable	Multiple R	R Square	RSQ Change	Simple R
1	General Studies	0.69561	0.48387	0.48387	-0.69561
2	Testing	0.72103	0.51988	0.03601	0.12999
3	Age	0.73237	0.53637	0.01649	-0.15467
4	Advisement	0.74096	0.54902	0.01265	0.20365
5	GED	0.75367	0.56801	0.01899	0.06731
6	Learning Skills	0.76091	0.57898	0.01097	0.13912
7	Nil	0.76921	0.59169	0.01271	0.08628
8	Sex	0.77456	0.59994	0.00826	0.15840
9	CMI	0.77813	0.60549	0.00555	-0.01320
10	Science	0.77941	0.60747	0.00198	0.12999

The next procedure was the stepwise multiple regression analysis for the dependent variable grade point average for the thirty-two observations of complete data. Table 10 shows the results of this analysis. With regard to the dependent variable GPA, the GED Test score accounted for twenty percent of the variation, sex was the next

significant variable, followed by age and Nil Degree. Together, the first four factors accounted for fifty-one percent of the variation in the GPA. Although other variables were entered, they did not meet a significance level of 0.1500. The simple R's for four of the variables, testing, learning skills, advisement and Arts showed negative values.

The results for attrition, i.e. the completion of more than one term of classes, for thirty-two observations of complete data are shown in Table 11. Being in a General Studies program accounted for forty-eight percent of the variation in the completion category while academic testing added another four percent. Although other variables were entered, their levels of significance were low. Three of the variables, General Studies, age and CMI showed negative correlations with completion.

Student Reactions to College

Thirty-three of the thirty-five high school equivalency students attending Brandon University in the 1983-84 academic year, completed the Student Reactions to College questionnaire. The completed questionnaires were analyzed by the Educational Testing Service. The resulting Summary Data Report (Appendix D) showed that the numbers of students were almost equally divided between the sexes and between the ages twenty-four or under and twenty-five or over. Almost half were not employed and of those who were employed about half had part-time jobs. The majority of participants were Caucasian while almost one-quarter were of Native ancestry. Table 12 displays the numbers and percentages in each category. It also reveals that the majority of participants took day-time classes and were in a first-year program of studies. The

main field or course of study was the behavioral sciences, followed in popularity by the four areas of business, education, health services and the physical sciences and mathematics.

Table 12

Background Information of Thirty-three Participants of the Student Reactions to College

Category		Number	Percentage
Sex:	Male	18	55
	Female	15	45
Age:	24 or under	18	55
	25 or over	15	45
Employment:	Not employed	15	45
	Employed full-time	10	30
	Employed part-time	8	24
Ethnic Group:	Caucasian	25	76
	Native	7	21
	Black	1	3
Credit Hours:	Fewer than 9	12	36
	9-11	4	12
	12-15	7	21
	More than 15	10	30
Time of Classes:	Day-time	25	76
	Evening	8	24
Year in Class:	First	19	58
	Second	12	36

Table 12 (Continued)

Category	Number	Percentage
Third	1	3
Graduate	1	3
Major Field or Course of Study:		
Behavioral Sciences	11	33
Business	4	12
Education	4	12
Health Services	4	12
Physical Sciences & Math	4	12
Liberal Arts & Humanities	2	6
Communications	1	3
Social Sciences	1	3
Public Services	1	3
Engineering & Architecture	1	3

The Student Reactions to College survey covered nineteen categories of student life. These categories were considered to be areas important in assessing students' reactions to their college experience. The survey consisted of two types of items, 111 report items and 39 preference items. The report items were those that elicited a response to students' experiences while the preference items were those that asked for students' opinions about or preferences for a variety of services, regulations and programs. Report items and preference items are presented separately. The responses to the questions are designated as being either favorable or unfavorable

depending on the meaning or sense of each item statement. A response of "almost always" may be favorable for one item but unfavorable for another item. The favorable-unfavorable designation could be considered as positive-negative, yet could not be directly associated with a "yes" or "no" response. For example, item number ten asks the student to respond to the statement, "During this term my instructors have expected more outside work than I have time for." A favorable response to this item statement would be "almost never" or "sometimes," whereas an unfavorable response would be "often" or "almost always." As there is no one general opinion for all 150 items and some statements may be difficult to judge, items must be examined individually to determine the judgement of each (Appendix D). Several preference items cannot be judged and are presented simply as opinions.

The average percentage of total favorable responses for the nineteen categories ranged from a high of seventy-nine for the quality of instruction category to a low of twenty-three for the organized student activities category for the report items, and from a high of sixty-nine for the financial and related problems category to a low of ten for the rules and regulations category for the preference items as Table 13 reveals. All of the nineteen main categories contained report items while only twelve of the categories contained preference items. The report items are discussed first followed by the preference items. Report items that have a favorable response rate of less than fifty percent and preference items that have a significant response rate are discussed in detail. The original item statements from the Student Reactions to College survey have been abbreviated to accommodate the table format.

Table 13

Average Percentage of Total Favorable Responses
for the Nineteen Main Categories

Categories	Percentage	
	Report Items	Preference Items
Quality of Instruction	79	-
Programming	77	39
Administrative Procedure	75	-
Registration and Scheduling	73	38
Financial and Related Problems	71	69
Instructor Accessibility	69	-
Planning	69	-
Library/Bookstore	68	50
Form of Instruction	66	55
Campus Climate	64	-
Counseling and Advising	64	-
Academic performance	62	33
Studying	61	48
Involvement with Faculty	57	-
Student-Centered Instruction	51	41
Grading	51	30
Rules and Regulations	44	10
Help with Living Problems	38	52
Organized Student Activities	23	60

Report Items

All of the nineteen main categories contained report items. The category with the highest average percentage total favorable response rate was the quality of instruction. Eighteen items in the survey related to this category. The average percentage of total favorable responses for this category was seventy-nine. The favorable responses for the eighteen items are shown in Table 14. The item of greatest concern was item number 125. To the statement, "During this term I have had a course I thought would be interesting turn out to be dull," forty-five percent of the students responded "no," fifty-two percent responded "yes, one course" and three percent responded "yes, two or more courses."

Table 14

Percentage Responding Favorably to Items Relating to the Quality of Instruction Category

Item Number	Item Statement	Percentage
17	Instructors taught over the heads of students	97
44	Instructors gave assignments that were busywork	97
46	Had a class that just went over material	94
120	Had a professor who was consistently unprepared	94
11	Instructors have treated all students fairly	94
48	Felt frustrated over slow pace of class	90
126	Had a course taught too much like high school	88
12	Instructors were clear about what they expected	85
9	Instructors did little except put out material	81

Table 14 (Continued)

Item Number	Item Statement	Percentage
6	Instructors respected students' views different from theirs	81
13	Instructors piled on work as if it's my my class	81
8	Instructors really listened to the class discussions	78
5	Instructors were unable to explain something	72
124	A dull course turned out interesting	70
45	Been bored in class	70
4	Instructors geared courses to students' interests and abilities	57
7	Instructors presented more in class than readings	51
125	An interesting course turned out dull	45

The category receiving the second highest favorable response was in the report items of programming. Participants gave an average percentage total favorable response of seventy-seven for the eleven items as shown in Table 15. Ten of the eleven items in this category had response rates of greater than fifty percent, from a low of fifty-seven percent for item number ninety-eight to a high of ninety-seven percent for item number 115. Only one area was of concern in this category and that was item number seventy-seven. To the statement, "In general I feel I know as much as I need to know about four-year colleges or grad schools and their requirements," twenty-one percent of the participants said "definitely not," fifty-two percent

said "no," eighteen percent were "undecided," six percent said "yes" and three percent said "definitely yes."

Table 15

Percentage Responding Favorably to Items Relating to the Programming Category

Item Number	Item Statement	Percentage
115	I had to take a course below what I wanted	97
32	I tried unsuccessfully to meet with my faculty advisor	94
38	I tried unsuccessfully to meet counselor	94
114	I was kept from a course because of course requirements	94
75	Some of my courses won't/didn't count	94
33	I was given wrong information by a staff member	85
119	I took a required course that was a waste	85
113	I dropped a course that wasn't what I want	76
110	Required courses in major kept me from others	61
98	I got the courses I wanted	57
77	I know enough about 4yr/grad requirements	9

The third highest category in terms of favorable response rates was the administrative procedures category with an average percentage total favorable response rate of seventy-five. Seven items related to this category and their percentages of favorable responses are shown in Table 16. No area in this category showed an average favorable percentage response of lower than fifty. The response rates for the

seven items ranged from a low of fifty-seven percent for item number eighty-one to a high of eighty-five percent for item numbers thirty-three and forty-one.

Table 16

Percentage Responding Favorably to Items Relating to the Administrative Procedures Category

Item Number	Item Statement	Percentage
33	I was given wrong information by a staff member	85
41	I was kept from something by unnecessary regulations	85
24	Had to endure long senseless administrative procedure	82
42	I was angered by something administration did	76
28	I was inconvenienced by an administrative error	76
25	I went all around trying to get information	61
81	Regulations are pretty relaxed here, there was no hassle	57

The fourth highest category in the results of the Student Reactions to College was that of registration and scheduling. The average percentage total favorable response was seventy-three for the report items for this category. Table 17 gives the favorable response percentages for each of the seven individual items. One of the areas in this category, item number ninety-nine, had a favorable score below fifty percent. To the statement in this item, "In general I feel the struggle of getting started lasted too long into the term," thirty-six

percent of the respondents said "yes," twelve percent said "definitely yes," forty-five percent said "no" and three percent said "definitely not." The response rates for the other six items in this category were above fifty percent favorable, ranging from fifty-seven percent for item number ninety-seven to ninety-four percent for item number 116.

Table 17

Percentage Responding Favorably to Items Relating to the Registration and Scheduling Category

Item Number	Item Statement	Percentage
116	I was trapped by rigid drop/add requirements	94
41	I was kept from something by unnecessary regulation	85
28	I was inconvenienced by an administrative error	76
117	I was kept from required course by schedule problems	76
118	I missed a needed course that wasn't available	76
97	Registration procedures were a burden	57
99	The struggle to get started lasted too long	48

The category of financial and related problems was the fifth highest category for favorable report responses. It had a total favorable rating of seventy-one percent. The individual item responses are shown in Table 18. All of the eight items for this category had a favorable response of over fifty percent with a low of fifty-one percent

for item number ninety to a high of ninety-four percent for item number fifty-four.

Table 18

Percentage Responding Favorably to Items Relating to the Financial and Related Problems Category

Item Number	Item Statement	Percentage
54	I had problems getting to and from campus	94
39	I looked for but didn't find a part-time job	82
91	I feel cut off from the campus where I live	76
40	I thought about dropping out because of money problems	73
89	Food services here are adequate for me	70
22	I had to buy a textbook that really wasn't necessary	67
102	Costs of books & supplies have been problems	55
90	I had problems getting acceptable housing	51

Instructor accessibility had an average percentage favorable response rate of sixty-nine. The six item areas in this category are described in Table 19. Only one area in this category had a favorable response rate of under fifty percent. To item number 106, "In general I feel it is very hard for students here to get their concerns known and acted on," six percent of the respondents said "definitely not" and fifteen percent said "no." Fifty-eight percent of the responses were in the "undecided" category and only twenty-one respondents said "yes." No

one said "definitely yes." Because the majority of the responses were in the "undecided" category, this item was not considered to be of significance.

Table 19

Percentage Responding Favorably to Items Relating to the Instructor Accessibility Category

Item Number	Item Statement	Percentage
53	Lack of sensitivity of faculty and staff	97
3	Instructors had trouble understanding student problems	94
36	Faculty and staff did not understand what I was saying	73
2	Instructors were easy to talk to	72
1	Instructors were available outside class at good times	57
106	It is hard to get concerns known here	21

The planning category received an overall average favorable response of sixty-nine percent. Eleven items in the questionnaire related to this topic and they are presented in Table 20. Two areas in this category had favorable responses below fifty percent. To item number seventy-eight, "In general I feel the college gives me pretty much what I want," only forty-eight percent said "yes" while no one said "definitely yes." To item number eighty-three, "In general I feel I would prefer a field of study with more definite job possibilities than my present field," twenty-one percent replied "yes," six percent replied "definitely yes" and thirty-three percent replied "no." Because the

largest percentage, thirty-nine, was "undecided," this item was not considered to be of significance. The other nine items in this category had favorable response rates higher than fifty percent.

Table 20

Percentage Responding Favorably to Items Relating to the Planning Category

Item Number	Item Statement	Percentage
75	Some of my courses won't/didn't count	94
108	I had trouble deciding on courses	88
72	My courses are tied to future job plans	82
103	Maybe what I'm taking isn't what I want	79
129	I need more information about job situation	73
74	I know what I want to do when I finish	72
95	I'd change my field if no delay in finishing	67
94	I'm not sure what I'm getting from college	66
76	My job plans have changed while here	60
78	The college gives me what I want	48
83	I prefer a field that has definite job possibilities	27

The eighth category in descending order of favorable response rates was the library/bookstore category with a total average score of sixty-eight percent. Three of the five items in this category, namely item numbers 23, 104 and 105, were report items and the percentages of favorable responses for each of the three items are shown in Table 21. All of the items in this category had a favorable response of over fifty percent.

Table 21

Percentage Responding Favorably to Items Relating to the Library/Bookstore Category

Item Number	Item Statement	Percentage
23	The library was closed when I needed to use it	76
104	I was well satisfied with library services	70
105	I was well satisfied with bookstore services	58

The average percentage of total favorable responses for the category of form of instruction was sixty-six for three report items. Table 22 shows the individual responses for this category. One item in this category had a favorable response of under fifty percent. Item number eighteen stated "During this term I have participated in a course-related activity off the campus." Seventy-six percent replied "no," eighteen percent replied "yes, once" and six percent replied "yes, twice or more."

Table 22

Percentage Responding Favorably to Items Relating to Form of Instruction Category

Item Number	Item Statement	Percentage
123	I had a course too slanted toward a 4-yr/grad	91
122	I had a course too slanted toward one job	82
18	I went to course-related activities off campus	24

The climate of the campus was the next category and it showed a sixty-four percent overall favorable response. The seven items in this category with their individual response rates are shown in Table 23. To the statement in item number eighty-seven, "In general I feel students here do not care about much except getting through with college," six percent of the participants responded "definitely not" and thirty percent responded "no." Thirty-nine percent were "undecided" and twenty-four responded "yes." To the statement in item number eighty-six, "In general I feel a handful of students run things here," fifty-five percent were "undecided," thirty percent said "no," twelve percent said "yes" and three percent said "definitely yes." Because of the high "undecided" response rate, these items were not considered to be of significance. The other five items had favorable response rates higher than fifty percent.

Table 23

Percentage Responding Favorably to Items Relating to the Campus Climate Category

Item Number	Item Statement	Percentage
112	I feel unsafe on the campus after dark	94
96	This college is friendly and comfortable	79
107	Anything I put down might be stolen	79
88	Campus here only for class, nothing else	67
110	Information about what's going on is easy to get	66
87	Students only care about getting through	76
86	A handful of students run things	30

Counseling and advising services were the next category in the descending list of favorable responses with an average of sixty-four percent favorable responses for eight items, shown with their individual ratings in Table 24. Three areas had favorable response rates of under fifty percent. Item number twenty-six was worded "During this term I have talked with a counselor about my future plans." Fifty-five percent of the respondents said "no," thirty percent said "yes, once" and fifteen percent said "yes, twice or more." Item number thirty was worded "During this term I have looked through occupational information to learn about job possibilities for when I finish college." Three percent gave no response, sixty-seven percent said "no," twelve percent said "yes, once" and eighteen percent said "yes, twice or more."

Table 24

Percentage Responding Favorably to Items Relating to the Counseling and Advising Category

Item Number	Item Statement	Percentage
32	I tried unsuccessfully to meet faculty advisor	94
38	I tried unsuccessfully to meet counselor	94
72	My courses are tied to future job plans	82
129	I need more information about job situation	73
74	I know what I want to do when I finish	72
26	I talked with a counselor about my plans	45
30	I looked through literature about jobs	30
31	I took tests to decide on courses	24

Item number thirty-one was worded "During this term I have taken tests to decide what kind of courses to take." Seventy-six percent said "no," eighteen percent said "yes, once" and six percent said "yes, twice or more." The other five items had favorable response rates higher than fifty percent.

Academic performance was the next category with an average total favorable response rate of sixty-two percent. There were eight items in this category and the individual response rates are shown in Table 25. Two items in this category had favorable response items below fifty percent. Item number forty-three stated that "During this term I have known how well I was doing in courses before I got a grade." Fifteen percent said "almost never," thirty-six said "sometimes," thirty percent said "often" and eighteen percent said "almost always." Item number

Table 25

Percentage Responding Favorably to Items Relating to Academic Performance Category

Item Number	Item Statement	Percentage
45	I have been left behind in class	87
5	Instructor has been unable to explain something	72
45	I have been bored in class	70
73	I am doing well in my major field	67
92	I have had to learn mathematics I should know	66
7	Instructor presented more in class than reading	51
43	I have known how I was doing before grades	48
20	I have done badly on a test	33

twenty stated that "During this term I have done badly on a test." One third said "no," one third said "yes, once" and one third said "yes, twice or more." The other six items in this category had favorable response rates higher than fifty percent.

The next category, studying, had an average favorable response rate on eleven report items of sixty-one percent. These items and the response rates are shown in Table 26. Three areas had response rates that were less than fifty percent favorable. To item number fifty-one, "During this term I have been able to get help with studies when I have needed it," twenty-seven percent said "almost never," thirty-six percent

Table 26

Percentage Responding Favorably to Items Relating to Studying Category

Item Number	Item Statement	Percentage
55	I had to study so much, no time to relax	88
10	Instructors expect more outside work than I had time	87
52	I have not understood what I was studying	85
50	I had so much reading I didn't understand it	72
92	I have had to learn mathematics I should know	66
121	I got so far behind I couldn't catch up	61
49	I had trouble concentrating on my studies	57
79	I've not learned to study in the time I have	51
51	I've been able to get help with my studies	36
20	I've done badly on a test	33
27	I've taken time from one course to do another	33

said "sometimes," twenty-seven percent said "often" and nine percent said "almost always." To the statement in item number twenty, "During this term I have done badly on a test," one third of the respondents said "no," one third said "yes, once" and one third said "yes, twice or more." To the statement in item number twenty-seven, "During this term I have taken time I should have spent on one course to catch up in another," thirty-three percent of the respondents said "no," twenty-seven percent said "yes, once" and thirty-nine percent said "yes, twice or more." The other eight items in this category had favorable response rates higher than fifty percent.

Involvement with faculty is the next category. It contains eight items and has an average percentage total favorable response rate of fifty-seven. Table 27 shows the individual items with their response rates. Three items in the category of involvement with faculty showed a favorable response rate of less than fifty percent. To the statement in item number thirty-seven, "During this term I have got help from a faculty or staff member with a problem I was having in college," sixty-one percent of the students replied "no," thirty percent replied "yes, once" and nine percent replied "yes, twice or more." To the statement in item number thirty-four, "During this term I have gone to a meeting of a college organization or to an organized social activity at the college," seventy-percent of the students replied "no," twelve percent replied "yes, once" and eighteen percent replied "yes, twice or more." To the statement in item number twenty-one, "During this term I have got help on course work from faculty outside class," seventy-three percent of the students said "no," fifteen percent said "yes, once" and twelve percent said "yes, twice or more."

Table 27

Percentage Responding Favorably to Items Relating to the Involvement with Faculty Category

Item Number	Item Statement	Percentage
53	I felt a lack of sensitivity of faculty/staff	97
36	I felt faculty/staff did not understand	73
19	I talked to professor outside class re course	69
29	I talked to professor about non-class things	63
25	I went all around trying to get information	61
37	I got help from faculty/staff for a problem	39
34	I went to a meeting of a college activity	30
21	I got course help from professor outside class	27

The next two categories received average favorable responses of just above the fifty percent. Those categories were student-centered instruction and grading. Table 28 shows the individual items and response rates for these two categories. The one item from the student-centered instruction category, item number fourteen, had a response rate of fifty-one percent. Two items from the grading category were of concern. Item number forty-three has been discussed under academic performance. Item number sixteen stated "During this term my instructors have given detailed comments about papers, exams or other material I turned in," to which three percent gave no response, twenty-four percent responded "almost never," thirty-three percent responded "sometimes," twenty-seven percent responded "often" and twelve percent responded "almost always."

Table 28

Percentage Responding Favorably to Items Relating to the Categories of Student-Centered Instruction and Grading

Item Number	Item Statement	Percentage
Student-Centered Instruction:		
14	Instructors allowed some freedom in doing assignments	51
Grading:		
15	Instructors returned papers in time to be helpful	66
43	I knew how I was doing before grades	48
16	Instructors put detailed comments on exams & papers	39

The next three categories, rules and regulations, help with living problems and organized student activities had average favorable response rates below fifty percent. Their individual items and response rates are shown in Table 29. Nine out of eleven of the individual items in these three categories had favorable response rates of under fifty percent. Item number eighty-four stated "In general I feel rules and regulations that affect me are made by the administration without enough consultation with students." Thirty-six percent responded "no," thirty-nine percent were "undecided," fifteen percent responded "yes" and nine percent responded "definitely yes." Item number eighty stated "In general I feel student publications are too tightly controlled by the administration." Thirty percent responded "no," sixty-seven percent were "undecided" and three percent responded "yes." Item number eighty-five stated "In general I feel students here have a reasonable

role in deciding what services are paid for from student fees." Three percent responded "definitely not," eighteen percent responded "no," fifty-two percent were "undecided," twenty-four percent responded "yes" and three percent responded "definitely yes." Although all three of these rules and regulations items, numbers eighty-four, eighty, and eighty-five, had favorable response rates of less than fifty percent, on close examination, the reason for the low favorable response rates was the high percentage of "undecided" responses.

In the help with living problems category, item number thirty-five had a high favorable response rate, and item number eighty-five, discussed under rules and regulations had a high "undecided" rate. Item number ninety-three stated "In general I feel the college does as much as it can to hire students or their spouses in its clerical and maintenance jobs." Six percent responded "definitely not," twelve percent responded "no," sixty-seven percent were "undecided" and fifteen percent responded "yes." This item also was affected by the high undecided response rate.

All four items in the organized student activities category had low favorable response rates. Item number thirty-four was discussed under the involvement with faculty category. Item number 101 stated "In general I feel I am here for the classes, I do not need the non-curricular activities." Forty-two percent responded "no," twenty-seven percent were "undecided" and thirty percent responded "yes." Item number 111 stated "In general I feel the student government effectively represents my point of view." Three percent responded "almost never," seventy-three percent responded "sometimes," twenty-one percent responded "often" and three percent replied "almost always." Item

number eighty-two stated "In general I feel organized social activities at the college are not necessary because enough is going on in the surrounding area." Twelve percent responded "definitely not," fifty-eight percent responded "no," twenty-four percent were "undecided" and six percent responded "yes."

Table 29

Percentage Responding Favorably to Items Relating to the Categories of Rules and Regulations, Help with Living Problems, and Organized Student Activities

Item Number	Item Statement	Percentage
Rules and Regulations:		
109	Students here are treated as adults	81
84	Rules are made without student consultation	36
80	Students are too controlled by administration	30
85	Students have role in use of student fees	27
Help with Living Problems:		
35	I faced a problem with no help from college	73
85	Students have role in use of student fees	27
93	College tries to hire students for jobs	15
Organized Student Activities:		
34	I went to a meeting of a college activity	30
101	I'm here for classes; don't need extra-curricular activities	30
111	Student government effectively represents me	24
82	Organized social activities at college are not necessary	6

Of the 111 report items in the Student Reactions to College survey, twenty-six items had favorable response rates of less than fifty percent. The responses of ten of these items, namely numbers 80, 83, 84, 85, 86, 87, 93, 101, 106 and 111, were not significant because of the large number of students who selected the "undecided" response. The responses of five of the items, namely numbers 16, 26, 43, 99 and 125, were not significant because of divided favorable-unfavorable responses. Eleven items did have significantly low favorable response rates. These response rates were for item numbers 18, 20, 21, 27, 30, 31, 34, 37, 51, 77 and 82 from the categories of programming, form of instruction, counseling and advising, academic performance, studying, organized student activities and involvement with faculty. The item statements and student responses for these eleven items have been discussed under the seven categories.

Preference Items

Twelve of the nineteen categories in the Student Reactions to College contained preference items as well as report items. These twelve categories were: financial and related problems, library/bookstore, form of instruction, help with living problems, organized student activities, programming, registration and scheduling, studying, student-centered instruction, rules and regulations, academic performance and grading. The significance of the thirty-nine preference items in these twelve categories was determined not by whether the response rates were favorable or unfavorable, but which preferences were expressed by a large percentage of the respondents. Fourteen items, numbers 58, 60, 62, 70, 71, 135, 136, 139, 140, 142, 144, 145, 146 and 150, were not significant because of high "undecided" response rates.

Eight items, numbers 59, 61, 63, 64, 127, 133, 141 and 147, were not significant because of divided favorable-unfavorable responses. Seventeen items were considered to be significant because of high response rates. They are presented in descending order in Table 30.

Table 30

Preference Items Having a Significantly High Response Rate

#	%	Item Statement	Item Number	Category
1	85%	favored cultural events on campus	68	organized student activities
2	85%	favored student-run office for advice on nonacademic concerns of students	67	help with living problems
3	79%	favored class experiences out in the community	66	form of instruction
4	79%	did not want the college to let as many students as want to take any class with any instructor even if it meant that some classes became huge	143	registration and scheduling
5	70%	felt college should offer more courses for people who are not regular students	138	form of instruction
6	70%	did not need a locker on campus which they did not have now	131	help with living problems
7	70%	said the college should stock more textbooks in the library	134	library/bookstore & help with living problems
8	70%	favored practical experience in actual job situations	65	form of instruction
9	70%	felt the college should not take disciplinary action against students for illegal off-campus actions	148	rules and regulations

Table 30 (Continued)

#	%	Item Statement	Item Number	Category
10	70%	opposed to having no grades at all, just written comments by the instructors	69	grading
11	69%	felt the college should leave the control to students for out-of-class activities	149	organized student activities
12	69%	said they did not need help finding a temporary or part-time job	132	financial and related problems
13	69%	favored at least one course based on independent study	57	student-centered instruction
14	67%	felt the college should use more part-time employees so students could be hired	137	help with living problems
15	66%	said they needed someplace on campus where they could study without being disturbed	128	studying
16	64%	favored course assignments where several students work together	56	student-centered instruction
17	63%	did not need a child care center on or near the campus	130	help with living problems

These seventeen significant items related to ten of the twelve categories: (1) organized student activities, (2) help with living problems, (3) form of instruction, (4) registration and scheduling, (5) library/bookstore, (6) rules and regulations, (7) grading, (8) financial and related problems, (9) student-centered instruction, and (10) studying. The help with living problems categories had the greatest number of significantly high response rates followed by form of instruction, student-centered instruction and organized student activities.

This chapter has covered the results of the study. The interpretation of the results, the conclusions arising from the findings and the recommendations based on the study are contained in Chapter 5.

Chapter 5

INTERPRETATION, CONCLUSIONS AND RECOMMENDATIONS

The Tests of General Educational Development have played an increasingly significant role in the history of higher education since their introduction in 1942. Originally developed to assess the personnel of the United States Armed Forces upon their separation from the service, the GED Tests have grown in importance over these past forty years. In recent years, about 800,000 people have taken the GED Tests annually, many of them civilians, and many with the idea that it will gain them access to post-secondary institutions.

Many universities and colleges in Canada and the United States now accept high school equivalency students. Equivalency students attending Brandon University in Brandon, Manitoba, Canada, have increased in number since they were first admitted in 1973. The increase is expected to continue in the future. This study, which examined descriptive and analytical aspects of those students, has provided (1) a profile of five high school equivalency students at Brandon University: a typical student, an academically successful student, an academically non-sucessful student, a completing student and a non-completing student, (2) a guide to factors which show a relationship to the academic achievement and attrition of the equivalency students and (3) a synopsis of the perceptions and concerns that high school equivalency students have about various aspects of their lives at Brandon University.

Interpretation of Results

Profile of Equivalency Students

The results of this study provide the following descriptions of high school equivalency students who attended Brandon University between the years 1973 and 1984. Descriptions are given for five categories of students: (1) a typical or average student, (2) a successful student, (3) a non-successful student, (4) a student who completed more than one term and (5) a student who withdrew from Brandon University after completing only one term of studies.

A Typical Student. The typical or composite student was either male or female, was twenty-six years of age when first admitted to the university and chose an Arts or Science program of studies. The typical equivalency student did not undergo initial testing of academic skills nor seek learning skills assistance, but obtained academic advisement from a counselor in the Student Services Department or the Mature Student Center. The GED Test score of the typical student was almost 60, well above the 45 required to obtain the high school equivalency certificate. The typical student had a standard score of 54.58, corresponding to the sixty-ninth percentile, in the attitude scale of the Career Maturity Inventory. This score was above the average for Grade XII students. The age of the equivalency student could account for this higher than average level of career maturity. If the student was a male, he achieved a grade point average of 1.62, somewhat less than the 2.18 of his female counterpart, and although he had a good chance of completing more than one term at Brandon University, his attrition rate was higher than that of the female.

A Successful Student. The analysis of the data gathered on the ninety-four students showed that the successful high school equivalency student was one who was female, was mature in age and undertook studies in the General Studies or Nil Degree program areas. The program selection area could indicate that high school equivalency students who took classes for interest or not to gain a specific degree were more successful than those who committed themselves to an Arts or Science program. The analysis of the data gathered on the thirty-two observations containing all data showed that, in addition to the above factors, those with the higher GED scores were more likely to obtain higher grade point averages.

A Non-successful Student. The non-successful high school equivalency student at Brandon University was a male, was young in age, undertook studies in the Arts or Science areas rather than General Studies or Nil Degree, had a low GED Test score and had a low CMI score. This student underwent academic testing, advisement and learning skills assistance.

A Completing Student. In the analysis of attrition among high school equivalency students, almost eighty percent completed more than one term at Brandon University. The completing student was more likely female than male, was probably not in General Studies or Nil Degree, was in the younger age groups and underwent academic testing.

A Non-completing Student. The student who did not complete more than one term at Brandon University was likely to be male, to be in the older age group and to be in a General Studies program.

Factors Relating to Grade Point Average and Attrition

Several of the variables examined were shown to influence the grade point average and attrition of high school equivalency students at Brandon University. The stepwise multiple regression analyses showed that in terms of predicting academic success the GED Test score had the greatest influence. Sex and age were the next most important factors with females and older students achieving higher grade point averages. The first three factors, together with Nil Degree, accounted for fifty-one percent of the variation in the grade point average. Fifty-two percent of the variation in completion of more than one term could be accounted for by two variables, General Studies and testing. In the case of General Studies, the correlation was a negative one. Students enrolled in that program of studies tended not to complete more than one term. However, those who underwent academic testing did tend to complete more than one term. Other factors that showed a negative but small correlation with completion were age and CMI score, while factors that showed a positive but small correlation were advisement, GED Test score, learning skills, Nil Degree, sex and Science.

Reactions of Students

On the whole, the high school equivalency students at Brandon University showed favorable responses to many aspects of student life. Except for certain specific areas, their responses to the report items of the Student Reactions to College were favorable in the following areas: (1) quality of instruction, (2) programming, (3) administrative procedure, (4) registration and scheduling, (5) financial and related problems, (6) instructor accessibility, (7) planning, (8)

library/bookstore, (9) form of instruction, (10) campus climate, (11) counseling and advising, (12) academic performance, (13) studying, (14) involvement with faculty, (15) student-centered instruction and (16) grading. Areas that showed less than acceptable levels of favorable responses for report items were: (1) rules and regulations, (2) help with living problems and (3) organized student activities.

The analyses of the 111 report items provided the following views on students' perceptions and experiences:

Perceptions of Instructors. The students as a group perceived that the instructors:

1. did not teach over their heads.
2. did not give "busywork' assignments.
3. did not just go over material in class.
4. were consistently prepared.
5. treated students fairly.
6. were clear about their expectations.
7. respected students' views.
8. listened to class discussion.
9. geared courses to students' interests.
10. were easy to talk to.
11. were available outside class.

Experiences of Students. The generalized experiences of the high school equivalency students were that they:

1. were not bored in class.
2. got the courses they wanted.
3. found the food services adequate.

4. did not have problems finding housing.
5. knew what they wanted to do when they finished their education.
6. found the library and bookstore hours and service satisfactory.
7. felt safe on the campus after dark.
8. found Brandon University friendly and comfortable.
9. did not have problems with possessions being stolen.
10. found success in meeting with faculty advisors and counselors.
11. did not talk with counselors about their future plans, nor look through literature about jobs, nor take tests to decide on courses.
12. understood what they were studying.
13. talked to professors outside class.
14. preferred grades instead of just written comments.
15. did not feel students should be allowed to take any class even if it meant huge classes.
16. did not seek help with a problem from faculty and staff.
17. did not attend a college organization and/or social activity nor a course-related activity off campus.
18. did badly on one or more tests.

Conclusions

Conclusions can be drawn from this study about the academic achievement, attrition and reactions of high school equivalency students attending Brandon University. The results of the correlation

coefficient and stepwise multiple regression analyses conducted to test the first sixteen hypotheses found that significant relationships did exist between four independent variables and the dependent variable grade point average, and between five independent variables and the dependent variable attrition, when all variables were involved. There are significant relationships between GED, age, sex and degree and grade point average. Testing, advisement, learning skills assistance and career maturity have a relationship with grade point average but the correlations are not at a level of significance. There are significant relationships between degree, age, testing, advisement and GED and attrition. Learning skills assistance, sex, and career maturity have a relationship with attrition but the correlations are not at a level of significance. The independent variables having a significant relationship with the dependent variables accounted for fifty-five to fifty-six percent of the variation in the dependent variables.

The relationships that were at a level of significance lead to the conclusion that the high school equivalency students attending Brandon University who have high GED Test scores, are female, are over age twenty-six, and enroll in Nil Degree, i.e. probably taking one or two courses for interest only, will achieve a higher degree of academic success than high school equivalency students not exhibiting those factors. A further conclusion is that high school equivalency students attending Brandon University who do not enroll in a General Studies program but who undergo academic testing will have a greater tendency to complete more than one term of study at Brandon University.

The seventeenth hypothesis referred to the administration of the Student Reactions to College to the high school equivalency students

attending Brandon University. It stated that the survey would provide useful descriptive information about the reactions of this group of students to various aspects of university life. The results of this study prove that the Student Reactions to College did provide such information. On the whole, the high school equivalency students had favorable experiences in their lives at Brandon University. However, there were several main areas of concern and these together with some of their main preferences, indicate areas for the college to explore further and/or implement some changes. The main concerns of this group of students were shown to be that:

1. they need to have more information about 4 year and graduate schools and their requirements,

2. they found the struggle to get started lasted too long,

3. they felt they needed more information about what the job situation would be like when they leave,

4. they were not always able to get help with their studies when they needed it.

The preferences of this group of students were the following:

1. They favored cultural events on campus, a student-run office for nonacademic advice, class experiences out in the community, practical experience in actual job situations, at least one course based on independent study and course assignments where several students work together.

2. They opposed just written comments by instructors instead of grades, large classes, and disciplinary action taken by the college against students for illegal off-campus activities.

3. They preferred that the college stock more textbooks in the library, leave control for out-of-class activities to the students and hire more students as part-time employees.

4. They needed more places on campus where they could study without being disturbed.

Some of the results of this study support the findings of previous investigations of similar variables. Sharon's study showed a "modest relationship" between "GED scores and persistence in college" (Sharon, 1972b:1059) while Swarm (1981) found a relationship between GED Test scores and college achievement. This present study found similar results. Blanc, DeBuhr and Martin (1983) and Bucklin and Bucklin (1970) found that performance and persistence appeared to be improved for high risk students who seek the services of learning skills. This present study found a similar relationship between learning skills and completion but a negative correlation between learning skills and grade point average. This could result from the lower achievers being more likely to be referred by counselors, instructors or friends for learning skills than the higher achievers.

The findings of this study varied from those of Rogers (1977). His study determined the mean age of high school equivalency students attending a small college to be just over thirty years, four years older than the twenty-six year mean age for the Brandon study. Rogers' mean GED Test score was 50.2 and the mean first semester grade point average was 1.17 compared to the mean GED Test score of 59.5 and mean grade point average of 1.89 of the Brandon students. However, the findings did seem to support the multidimensional aspects of attrition mentioned

by Verner and Davis (1964), Knox and Sjogren (1964), Tinto (1975), Spady (1970 and 1971) and Boshier (1973).

This study met the goals of providing descriptive and analytical data about high school equivalency students attending Brandon University. The study was important to Brandon University and the education community for the following reasons:

1. The 1972 Senate policy decision allowing admission to high school equivalency students occurred at a time when the university was experiencing decreasing enrollments. There was little discussion about the new policy and no studies were undertaken to examine the high school equivalency students until the author's initial 1982-83 study.

2. Brandon University may consider becoming a GED testing, training, and research center. As this study showed that GED Test scores have a positive correlation with academic success, the GED Test may be selected as a pretest for mature status students who enter through the university's open door policy for people over the age of twenty-one.

3. The number of high school equivalency applicants, all concerned about their chances for success in university programs, has increased annually at Brandon University. The results of this study will provide the Admission Office with current statistics on expected levels of success for purposes of advising applicants who possess high school equivalency.

4. GED training and testing centers across North America may gain new and useful information from this study about the high school equivalency student's academic success, attrition and reactions to the experience of university life.

5. Several Provincial Departments of Education are in the process of providing information to post-secondary institutions with the intent of having them consider accepting successful GED Test candidates as students. Those departments and other Canadian universities may find these results of interest.

6. The Manitoba Department of Education is interested in the Brandon University study because, of the three universities in Manitoba, Brandon University is the only one which accepts high school equivalency students without conditions.

7. A Brandon Employment Preparation Program had recently started using the GED Tests as an assessment tool in their guidance of unemployed people. Staff from that program expressed an interest in knowing which high school equivalency certificate holders could be expected to achieve success in a university program.

Recommendations

As a result of this study, it is recommended that:

1. High school equivalency students applying to Brandon University who are young in age and have low GED Test scores be advised of the possibility of poor scholastic achievement and provided with guidance and assistance so as to improve their chances of success.

2. More information about four year and graduate programs and requirements be made available to high school equivalency students attending Brandon University.

3. Orientation efforts be expanded to provide high school equivalency students with more concrete information and help when getting started at Brandon University.

4. The position of Ombudsperson be introduced at Brandon University to enable both documentation and action on behalf of students' concerns.

5. Learning skills specialists become more proactive and visible on the Brandon campus so that high school equivalency students can become more aware of the sources of help available to them for academic assistance.

6. Instructors at Brandon University give course assignments on which students can work together.

7. High school equivalency students be provided with more information about what the job situation will be like when they leave university. This will involve advertising the resources for information and help that are available on campus.

8. Brandon University provide independent study courses and opportunities for practical experience in actual job situations.

9. The library at Brandon University stock more text books and arrange for more study locations.

10. Brandon University undertake ongoing and follow-up studies of the high school equivalency students admitted to and attending the institution, to further expand upon this study and provide new and useful information.

There is no longer a reason to expect that only people with a high school diploma will achieve academic success at institutions of higher education. With the growing popularity of the GED Tests, the adult high school diploma programs in the United States, and other alternative entrance systems for adults at universities throughout the world, more non-high-school-diploma graduates are entering and achieving

success at institutions of higher education. The Tests of General Educational Development, as one alternative access route, can be expected to play an increasing role in the future of higher education, and studies such as this one at Brandon University will contribute to the further understanding of the academic potential of high school equivalency students.

BIBLIOGRAPHY

Anderson, Amel. "The Validity of the Career Maturity Inventory as a Measure of Career Maturity Among First-Year Community College Students in Southwestern Virginia." Dissertation Abstracts International, XXXVII (March, 1977), 5595A.

Ayers, Claude V. A Study to Compare the Academic Success of the General Educational Development Test Graduates and the High School Graduates at Surry Community College for the 1977-1978 Academic Year. U.S., Educational Resources Information Center, ERIC Document ED 184 650, 1978.

_____. An Educational and Employment Growth Study of General Educational Development (GED) Graduates of Surry Community College. U.S., Educational Resources Information Center, ERIC Document ED 196 472, 1980a.

Ayers, J. Douglas. "Relationship of First-Year University Grades of Non-High School Graduates with the Tests of GED." Canadian Journal of Higher Education, X (1980b), 75-82.

Bailey, Stephen, Francis U. Macy and Donn F. Vickers. Alternative Paths to the High School Diploma. Reston, Virginia: The National Association of Secondary School Principals, 1973.

Barton, George M. Applied Educational Research and Evaluation. Fort Lauderdale, Florida: Nova University, 1982.

Bauer, Barry Ralph. A Comparison of the Performance of Adult High School Diploma Program Students with Graduating Seniors in Three Areas of Basic Skill Development. U.S., Educational Resources Information Center, ERIC Document ED 145 085, 1977.

Bellico, Russell. "The Relationship of Selected Variables to Academic Achievement in Economics." Measurement and Evaluation in Guidance, VI (July, 1973), 122-123.

Bernardelli, Antonio, Jack De Stefano and Florent Dumont. "Occupational Information-Seeking as a Function of Perception of Locus of Control and Other Personality Variables." Canadian Counsellor, XVII (1983), 75-81.

Blanc, Robert A., Larry E. DeBuhr and Deanna C. Martin. "Breaking the Attrition Cycle: The Effects of Supplemental Instruction on Undergraduate Performance and Attrition." The Journal of Higher Education, LIV (January/February, 1983), 80-90.

Boshier, Roger. "The Development and Use of a Dropout Prediction Scale." Adult Education, XXII (1971), 87-99.

_____. "Educational Participation and Dropout: A Theoretical Model." Adult Education, XXIII (1973), 255-282.

Brandon University. 1983-1984 General Calendar. Brandon, Manitoba: Author, 1983.

British Columbia Ministry of Education. Annual Report. Victoria, British Columbia: Ministry of Education, 1982.

Brubacher, John S. and Willis Rudy. Higher Education in Transition. New York: Harper and Row, 1958.

Bucklin, Robert W. and Mary Lou Bucklin. The Psychological Characteristics of the College Persistor and Leaver: A Review. U.S., Educational Resources Information Center, ERIC Document ED 049 709, 1970.

Buros, Oscar K. (Editor). The Eighth Mental Measurements Yearbook Vol.I and II. Highland Park, New Jersey: The Gryphon Press, 1978.

Byrd, Fay, et al. A Comparison of the Educational Success of GED Recipients and Traditional High School Graduates in Selected Areas at Wilkes Community College (North Carolina). U.S., Educational Resources Information Center, ERIC Document ED 100 439, 1973.

Cale, Edgar B. The Emergence of Higher Education in America. Fort Lauderdale, Florida: Nova University, 1981.

Capehart, Junius Long, Jr. "The Relationship of Vocational Maturity to Holland's Theory of Vocational Choice." Dissertation Abstracts International, XXXIV (February, 1974), 5618A.

Chapin, James Arthur. "Personality Correlates of Vocational Maturity." Dissertation Abstracts International, XXXV (April, 1975), 6066B.

Colert, Sherril. "The General Educational Development (GED) Test at Brandon University: Historical and Descriptive Perspectives." A practicum presented to Nova University, 1983a.

_____. "High School Equivalency and High School Diploma Students at Brandon University: A Comparison of Academic Success." GED Research Brief. Washington, D.C.: American Council on Education, No. 5 (December, 1983b).

Corbett, E.A. "Adult Education." Education for Tomorrow. ed. Richard M. Saunders. Toronto: The University of Toronto Press, 1946, 64-80.

Costaris, Michael J. "Nonintellective Characteristics of Open Door Admittees to a Community College." Dissertation Abstracts International, XXXIV (April, 1974), 6378A.

Crites, John O. Theory and Research Handbook: Career Maturity Inventory. (2nd ed.). Monterey, California:

CTB/McGraw-Hill, 1978a.

_____. Administration and Use Manual: Career Maturity Inventory. (2nd ed.). Monterey, California: CTB/McGraw-Hill, 1978b.

_____. Manual: Career Maturity Inventory for Adults. Monterey, California: CTB/McGraw-Hill, 1978c.

Cross, K. Patricia. "New Frontiers for Higher Education: Business and Professions." 1981 Current Issues in Higher Education, No. 3. American Association for Higher Education, 1981, 1-7.

Curriculum and Academic Standards Committee Meeting Minutes. Brandon, Manitoba: Brandon University, 1972 & 1973.

Dickinson, Gary and Coolie Verner. "Attendance Patterns and Dropouts in Adult Night School Classes." Adult Education, XVIII (1967), 24-33.

Draper, N.R. and H. Smith. Applied Regression Analysis. New York: John Wiley and Sons, Inc., 1966.

Educational Testing Service. Manual for Users: Student Reactions to College. Princeton, New Jersey: Author, 1978a.

_____. The Final Report for a Project to Develop Twelve New Forms of the Tests of General Educational Development and to Standardize the Tests Nationally in the United States. Princeton, New Jersey: Author, February, 1978b.

_____. Instructions for Administering Student Reactions to College. Princeton, New Jersey: Author, #241743.

Faurot, Lyle Martin. "An Investigation of the Validity of Vocational Student Grades as a Criterion of Vocational Student Success and the Predictability of Vocational Student Grades Using Standardized Test Instruments." Dissertation Abstracts International, XXXIV (July, 1973), 676A.

Gasper, Theodore Howard, Jr. "The Relationship Between the Career Maturity and the Occupational Plans of Selected High School Juniors, and the Relationship or Difference of Each to Selected Student Variables." Dissertation Abstracts International, XXXVII (July, 1976), 255A.

GED Testing Service. The Tests of General Educational Development. Revised Form B Pamphlet. Washington, D.C.: American Council on Education, 1981.

_____. The 1982 GED Statistical Report. Washington, D.C.: American Council on Education, 1982.

Graves, Thomas D. "A Study of Vocational Maturity and College Students' Certainty and Commitment to Career Choice." Dissertation Abstracts

International, XXXV (May, 1975), 7056A.

Hanna, Gerald S. and Margery A. Neely. "Reliability of the CMI Attitude Scale." Measurement and Evaluation in Guidance, XI (July, 1978), 114-116.

Hansen, Jo-Ida C. "Test Review: Career Maturity Inventory." Journal of Counseling Psychology, 21 (1974), 168-172.

Houle, Cyril O. "Who Stays--and Why." Adult Education, XIV (1964), 225-233.

Khan, S.B. "Sex Differences in Predictability of Academic Achievement." Measurement and Evaluation in Guidance, VI (July, 1973), 88-92.

Knox, Alan B. and Douglas D. Sjogren. "Achievement and Withdrawal in University Adult Education Classes." Adult Education, XV (1964), 74-88.

Lester, David, Abraham Narkunski, J. Herbert Burkman and Alfonso Grandica. "An Exploratory Study of Correlates of Success in a Vocational Training Program for Ex-Addicts." Psychological Reports, XXXVII (December, 1975), 1212-1214.

Malizio, Andrew G. and Douglas R. Whitney. Who Takes the GED Tests? A National Survey of Spring 1980 Examinees. (Research Studies, No. 1). Washington, D.C.: American Council on Education, GED Testing Service, 1981.

Manitoba Department of Education. Need a High School Equivalency Standing? A Review of the General Educational Development Tests 1972. Winnipeg, Manitoba: Author, 1972.

_____. General Educational Development Tests: Selected Student Attitudes. 1973-1980. Winnipeg, Manitoba: Author, 1981a.

_____. High School Equivalency Follow-Up Survey Report, 1981. Winnipeg, Manitoba: Author, 1981b.

_____. The Manitoba High School Equivalency Certificate. Winnipeg, Manitoba: Author, 1982.

_____. Personal correspondence between Mr. Chet Tesarowski, Assistant Principal, Correspondence School, and the writer, January 24, 1983.

Mayhew, Lewis B. "The Closing College Door: National Tragedy or Shift in Social Values." The Emergence of Higher Education in America. Fort Lauderdale: Nova University, 1981, 64-81.

McLawhorn, Kay B. Investigation of the Post-Secondary Performance of High School Diploma Graduates and GED Equivalency Graduates in a Two-Year Institution. U.S., Educational Resources Information Center, ERIC Document ED 203 042, 1981.

Mintzer, Rhoda Greenberg. "Vocational Maturity and its Relationship to Intelligence, Self-Concept, Sex Role Identification, and Grade Level." Dissertation Abstracts International, XXXVII (November, 1976), 2643A.

Musgrove, Walter J. "How Useful are the Official Practice GED Tests and General Educational Performance Index for Predicting Performance on the GED Tests?" GED Research Brief. Washington, D.C.: American Council on Education, No. 3 (March, 1981).

New Brunswick Department of Education: Annual Report: School Year Ending June 30, 1982. Fredericton, New Brunswick: Department of Education, 1982.

Office on Educational Credit and Credentials. College Admission Policies Toward GED Applicants. Washington, D.C.: American Council on Education, 1982.

Pendleton, Barbara Ann. "A Comparison of High School Dropouts and Retainers on Career Choice Competencies." Dissertation Abstracts International, XXXVII (November, 1976), 2820A.

Prince Edward Island Department of Education. Annual Report. Charlottetown: Prince Edward Island, Department of Education, 1982.

Richardson, Mary S. and Others. Vocational Maturity and Career Orientation in College Women. U.S., Educational Resources Information Center, ERIC Document ED 134 911, 1976.

Roelfs, Pamela J. "Teaching and Counseling Older College Students." Reprinted from Findings, II (1975), 1-4.

Rogers, George W., Jr. First Semester College Performance of GED Testees. U.S., Educational Resources Information Center, ERIC Document ED 146 857, 1977.

Ross, Lanny F. "Predicting Success in Vocational Programs from Permanent Record Data Versus Selected Non-Cognitive Variables." Dissertation Abstracts International, XXXVII (May, 1977), 7108A.

Ross, Murray G. The University: The Anatomy of Academe. New York: McGraw-Hill Book Company, 1976.

Sainty, Geoffrey E. "Predicting Drop-Outs in Adult Education Courses." Adult Education, XXI (1971), 223-230.

Saskatchewan Department of Continuing Education. Acceptance of General Educational Development (GED) Certification by Saskatchewan Employers and Post-secondary Educational Institutions. Regina, Saskatchewan: Department of Continuing Education, 1982a.

_____. Follow-Up Survey of 1980 GED Graduates. Regina, Saskatchewan: Saskatchewan Department of Continuing Education, 1982b.

Seaman, Don F., M. Donnie Dutton and Curtis Ulmer. The High School: Establishing a Successful GED Program. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Senate Committee Meeting Minutes. Brandon, Manitoba: Brandon University, 1972-73.

Sharon, Amiel T. The Non-High-School-Graduate Adult in College and His Success as Predicted by the Tests of General Educational Development. U.S., Educational Resources Information Center, ERIC Document ED 109 168, 1972a.

_____. "Predicting the College Success of Non High-School Graduates with the Tests of General Educational Development." Educational and Psychological Measurement. XXXII (1972b), 1055-1059.

Smith, Brian. "An Alternative Entrance System for Adults." Adult Education (London), L (November, 1977), 233-237.

Sonnenblick, Carol. "High School Equivalency Candidate Performance on the New York High School Reading Competency Tests and on the GED Tests." GED Research Brief. Washington, D.C.: American Council on Education. No. 2 (August, 1980).

Sorenson, Garth. "Test Reviews: Career Maturity Inventory, 1973." Measurement and Evaluation in Guidance, VII (April, 1974), 54-57.

Spady, William G. "Dropout from Higher Education: An Interdisciplinary Review and Synthesis." Interchange, I (1970), 64-85.

_____. "Dropouts from Higher Education: Toward an Empirical Model." Interchange, II (1971), 38-62.

Spille, Henry A. "Interpreting the GED Scores of College Applicants Who have Earned a High School Equivalency Credential." Memorandum #23. Washington, D.C.: The General Educational Development Testing Service of the American Council on Education, March, 1982.

Statistics Canada. Historical Compendium of Educational Statistics from Confederation to 1975. Ottawa, 1978.

_____. Education in Canada: A Statistical Review for 1980-81. Ottawa, April, 1982.

Swarm, Christine C. Three Studies of General Educational Development (GED) Students--1971-1981. U.S., Educational Resources Information Center, ERIC Document ED 211 696, 1981.

Taylor, W.R. "The University and Education." Education for Tomorrow. ed. Richard M. Saunders. Toronto: The University of Toronto Press, 1946, 49-63.

Thomas, Mark J. "An Examination of the Relationship Between Locus of Control and Vocational Maturity, Choice Realism, and Job Knowledge

Among Low Socio-Economic Status Black and White Male Youth." Dissertation Abstracts International, XXXV (January, 1975), 4264A.

Tinto, Vincent. "Dropout from Higher Education: A Theoretical Synthesis of Recent Research." Review of Educational Research, XLV (1975), 89-125.

Truesdell, L.R. "Persisters and Dropouts in the Canada Manpower Training Program." Adult Education, XXV (1975), 149-161.

Tuckman, Bruce W. Conducting Educational Research. 2d ed. New York: Harcourt Brace Jovanovich, Inc., 1978.

U.S. Bureau of the Census. Statistical Abstracts of the United States: 1950 (71st ed.) Washington, D.C., 1950.

_____. Statistical Abstracts of the United States: 1980 (101st ed.) Washington, D.C., 1980.

Verner, Coolie and George S. Davis, Jr. "Completion and Drop Outs: A Review of Research." Adult Education, XIV (1964), 157-176.

Waller, Earl A. Summary of Research Findings on the Military General Educational Development Program. Final Report. U.S., Educational Resources Information Center, ERIC Document ED 139 986, 1976.

Warren, Jonathan R. and Pamela J. Roelfs. Student Reactions to College. Princeton, New Jersey: Educational Testing Service, 1973.

Westbrook, Bert W. and Marjorie M. Mastie. "Three Measures of Vocational Maturity: A Beginning to Know About." Measurement and Evaluation in Guidance, VI (April, 1973), 8-16.

White, William F. and Wanda D. Bigham. "Information Systems Approach to Admissions, Instruction, and Retention of College Students with Developmental Lag." Journal of Research and Development in Education, XV (Winter, 1982), 16-26.

Whitney, Douglas R. and Wayne M. Patience. Work Rates on the GED Tests: Relationship with Examinee Age and Test Time Limits. (Research Studies No. 2). Washington, D.C.: American Council on Education, GED Testing Service, 1981.

Wilson, Diane Michele Sullivan. "Locus of Control and Career Maturity: A Comparative Study of Secondary Students." Dissertation Abstracts International, XXXVI (December, 1975), 3422A.

Wilson, Russel C., Paul D. Davis and John C. Davis, Sr. "The Success of High School Diploma and GED Equivalency Students in Vocational Programs at Lake City Community College, Florida." GED Research Brief. Washington, D.C.: American Council on Education, No. 4 (April, 1981).

Wolf, John C. "Predictive Validity of the GED Tests for Two Year

College Study South Plains College, Texas." GED Research Brief. Washington, D.C: American Council on Education, No. 1 (March, 1980).

_____. "GED Scores and Two-Year College Performance: Transfer and Terminal Program Consideration." Journal of College Student Personnel, XXIII (May, 1982), 267-268.

Zahn, Jane. "Dropout and Academic Ability in University Extension Courses." Adult Education, XV (1964), 35-46.

APPENDIX A

CHRONOLOGY OF THE TESTS OF GENERAL EDUCATIONAL DEVELOPMENT

1940-1949

1942 -The GED testing program was developed by the United States Armed Forces Institute to assess the educational levels of service men and women, and to aid them in future educational undertakings (Malizio and Whitney, 1981:1, Whitney and Patience, 1981:1).

1943 -A sample of graduating U.S. high school students was tested and their scores were used to establish the first GED Test standard score scale (Spille, 1982:2).

1950-1959

1950s -The American Council on Education began guiding and directing the GED Test program (GED Testing Service, 1981).

-The first civilian testing was allowed by the American Council on Education at the request of individual states (Whitney and Patience, 1981:1).

-Several states began issuing high school credentials based on a satisfactory score on the GED Test (GED Testing Service, 1981).

1955 -Norming studies were conducted (Spille, 1982:2).

1960-1969

1967 -Norming studies were conducted (Spille, 1982:2).

1970-1979

1970s -Official GED Test centers were testing about one-half million people annually (Whitney and Patience, 1981:2).

1972 -By this year, the GED Test was gaining acceptance in the two Canadian provinces of Nova Scotia and Saskatchewan and was being considered by other provinces (Manitoba Department of Education, 1972:6).

-The first GED Tests were written in the province of Manitoba on September 22 and 23 (Manitoba Department of Education, 1972:3).

-All three Manitoba community colleges accepted the GED Test certificates except for certain technical courses with special pre-requisites (Manitoba Department of Education, 1972:6).

-The Manitoba Department of Education began negotiations with employers to inform them of the GED Test and solicit their acceptance of the standards (Manitoba Department of Education, 1972:6).

-On October 10, a motion was carried at a meeting of the Curriculum and Academic Standards Committee of Brandon University, that "a satisfactory score on the general educational development test be acceptable for admission to Brandon University" (Curriculum and Academic Standards Minutes, 1972).

-On November 30, a motion was carried at a meeting of the

Senate of Brandon University that a "satisfactory score on the General Educational Development Tests be acceptable for admission to Brandon University" (Senate Minutes, 1972).

-By the end of 1972, the civilian form of the GED Tests was administered by sixty-one Departments of Education including all fifty states and five provinces in Canada (Sharon, 1972a).

1974 -A developmental timing study was conducted by the Educational Testing Service to determine the rate at which GED Test examinees could answer test questions (Whitney and Patience, 1981:2).

1974-78 -The GED Test development and standardization project was conducted. Twelve new test forms were developed in response to concerns of candidates, adult educators and others and after much pretesting (Educational Testing Service, 1978b:8).

1975 -The General Educational Performance Index (GEPI) was developed to determine whether or not a candidate was likely to pass the GED Test (Musgrove, 1981).

1977 -A national norming study was conducted and standard score scales developed having a mean of 50 and a standard deviation of 10 (Whitney and Patience, 1981:2). Instead of the usual national population, five geographical regions were used in the norming procedure (Educational Testing Service, 1978b:17).

1978 -The new GED Tests were introduced. Test time was reduced from ten to six hours. More time was allowed for those using Braille and audio cassette editions. Content was upgraded and new titles were bestowed (Whitney and Patience, 1981:2 and 7).

1979 -A study done at Rutgers University found that the GED Tests

were more difficult than the Degrees of Reading Power test used by the New York State Board of Regents (Sonnenblick, 1980).

-The Official GED Practice Tests (PGED) were introduced by the General Educational Development Testing Service (GEDTS) "to determine whether a candidate is likely to pass the GED test" (Musgrove, 1981).

1980-Present

1980 -By this year, all states awarded high school equivalency on the basis of the GED Test (Sonnenblick, 1980).

-A study undertaken by Walter Musgrove of the University of South Florida comparing the PGED and the GEPI as predictors of performance on the GED Test found both reliable (Musgrove, 1981).

-Norming studies were conducted (Spille, 1982:2).

-The Wisconsin Work Rate Study was conducted at forty GED testing centers to determine whether or not candidates required more time to complete the tests (Whitney and Patience, 1981:7).

1981 -The criteria for awarding a high school equivalency credential of Grade XII was raised in Manitoba from a minimum score of 35 (and a standard score average of 45) to a 45 minimum standard score for each subject area (Manitoba Department of Education, 1983).

-In July, extended time limits were put into effect because of examinees' difficulties in completing the writing and

mathematics tests in the time allotted (Whitney and Patience, 1981:v).

> The program is now available to the non-high school graduate population in all fifty states, the District of Columbia, many Canadian provinces and territories. The GED testing program is a cooperative activity of the American Council on Education's GED Testing Service and departments of education in the states, provinces, and territories. The GED Testing Service develops the tests, establishes the norms and standard score scales, and provides documentation for administering and interpreting the Tests. Each department of education establishes eligibility requirements for earning a credential. About 2,700 Official GED Testing Centers operate in high schools, community colleges, four-year colleges, and universities (Whitney and Patience, 1981:1).

APPENDIX B

STUDENT INFORMATION FORM

Brandon University Student Number _____

Name _____

Address _____

_____

Phone _____

1. Survey Identification Number _____
2. Birthdate _____
3. Age (as of September 1 of first year) _____
4. Sex: 4.1 Male _____
   4.2 Female _____
5. Degree Program: 5.1 Arts ____
   5.2 Science ____
   5.3 General Studies ____
   5.4 Education ____
   5.5 Music ____
   5.6 Nil Degree ____
6. GED Test Score: _____
7. Career Maturity Score: _____
8. Academic Testing: 8.1 YES ____
   8.2 NO ____

9. Academic Advising: 9.1 YES ____

9.2 NO ____

10. Learning Skills Assistance: 10.1 YES ____

10.2 NO ____

11. Grade Point Average: _____

12. Terms Completed: 12.1 One only ____

12.2 More than one ____

13. Attending Brandon University in 1983-84 Year: 13.1 YES ____

13.2 NO ____

APPENDIX C

DESCRIPTIVE TABLES

Table 31

Frequency Distribution of Grade Point Averages of 1982-83 Equivalency and Diploma Students

Interval	Frequency	
	Equivalency	Diploma
3.01-4.00	3	7
2.01-3.00	10	4
1.01-2.00	2	11
0.01-1.00	5	3
0.00	6	2
Totals	26	27

Table 32

GED-Admitted Students: Applicants versus Attendants

	Number of Students	
	Applied	Attended*
1973	1	1
1974	4	1
1975	8	8
1976	4	4
1977	4	4
1978	4	4
1979	2	2
1980	16	10
1981	37	24
1982	30	26
1983**	28	16
Totals	138	100

*Attended at least one term

**Includes only the first term of 1983-84

Table 33

Age, Sex, Degree Program, GED Test Score, CMI Test Score, Testing, Advisement, Learning Skills, GPA and Completion of More than One Term of Ninety-four Participants

#	Age	Sex	Degree	GED	CMI	Test-ing	Advise-ment	Learning Skills	GPA	Complet-ion
1	21	M	Nil	48.8	53	No	No	No	1.64	Yes
2	21	M	Sci	57.6	60	Yes	Yes	No	1.75	Yes
3	30	M	Nil	56.8	63	No	No	No	3.00	Yes
4	22	F	Arts	46.6	44	Yes	Yes	Yes	1.05	Yes
5	31	F	Sci	65.6	63	No	Yes	Yes	3.78	Yes
6	20	F	Arts	56.2	55	No	Yes	Yes	2.27	Yes
7	47	M	Sci	72.6	60	No	Yes	No	2.88	Yes
8	28	F	Arts	64.2	53	Yes	Yes	No	2.67	Yes
9	23	F	Arts	61.2	44	No	Yes	No	2.67	Yes
10	25	F	Nil	57.0	51	No	No	No	3.00	Yes
11	18	F	Nil	57.0	55	No	Yes	No	1.50	Yes
12	18	F	Arts	51.4	60	No	No	Yes	-	Yes
13	23	M	Sci	59.0	65	Yes	Yes	Yes	2.00	Yes
14	20	M	Sci	71.2	73	No	No	No	0.00	Yes
15	23	M	Sci	50.0	55	Yes	Yes	Yes	0.00	Yes
16	19	M	Arts	59.0	38	No	No	Yes	0.00	Yes
17	26	F	Nil	72.2	60	No	No	No	4.00	Yes
18	19	M	Sci	65.0	36	No	No	No	2.19	Yes
19	26	M	Sci	65.0	53	Yes	Yes	Yes	3.75	Yes
20	42	M	Arts	58.2	60	Yes	Yes	Yes	2.67	Yes

Table 33 (Continued)

#	Age	Sex	Degree	GED	CMI	Testing	Advisement	Learning Skills	GPA	Completion
21	20	M	Sci	59.8	43	No	No	No	0.09	Yes
22	32	M	Arts	52.0	51	No	Yes	No	0.00	Yes
23	19	F	Sci	65.6	55	No	No	No	2.42	Yes
24	21	M	Nil	70.4	63	No	No	No	3.50	Yes
25	19	F	Arts	58.4	63	NO	No	No	2.65	Yes
26	43	M	Sci	67.4	48	No	No	No	3.00	Yes
27	26	F	Arts	58.0	49	Yes	Yes	Yes	2.56	Yes
28	32	M	Gen	57.6	55	No	No	No	3.00	No
29	27	M	Arts	59.0	55	No	No	Yes	2.17	Yes
30	28	F	Arts	59.0	49	Yes	Yes	Yes	3.00	Yes
31	19	F	Arts	55.8	53	Yes	Yes	No	1.94	Yes
32	21	M	Gen	59.2	51	Yes	Yes	Yes	1.56	Yes
33	32	F	Arts	54.6	65	No	Yes	No	2.14	Yes
34	27	M	Educ	57.0	-	No	No	No	1.33	Yes
35	20	M	Sci	54.0	_	No	No	No	2.15	Yes
36	27	M	Sci	-	-	No	No	No	0.00	No
37	21	F	Arts	-	-	No	No	No	1.94	Yes
38	41	M	Nil	-	-	No	No	No	0.00	No
39	21	F	Sci	-	-	No	No	No	0.00	Yes
40	35	M	Nil	-	-	No	No	No	3.00	No
41	26	M	Sci	-	-	No	No	No	0.00	No
42	25	F	Educ	-	-	Yes	Yes	No	2.98	Yes
43	25	F	Sci	-	-	No	No	No	3.25	Yes
44	27	M	Gen	-	-	No	No	No	3.50	No

Table 33 (Continued)

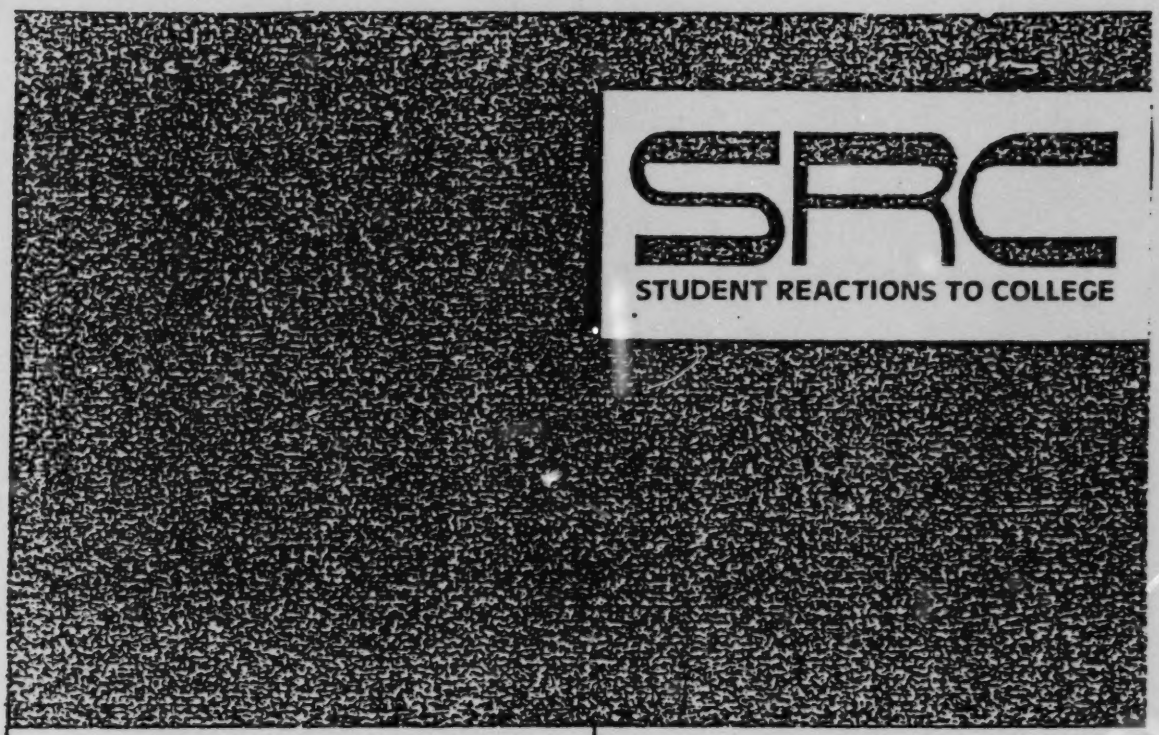
#	Age	Sex	Degree	GED	CMI	Test-ing	Advise-ment	Learning Skills	GPA	Complet-ion
45	19	F	Arts	-	-	Yes	Yes	Yes	0.35	Yes
46	20	M	Sci	-	-	Yes	Yes	No	0.33	Yes
47	26	M	Sci	-	-	No	No	No	1.00	No
48	34	F	Gen	-	-	No	Yes	No	1.00	Yes
49	19	F	Educ	-	-	-	-	-	0.00	No
50	22	M	Arts	-	-	-	-	-	3.50	No
51	19	M	Arts	-	-	-	-	-	1.67	No
52	38	F	Gen	-	-	-	-	-	4.00	No
53	20	M	Gen	-	-	-	-	-	1.56	No
54	36	F	Gen	-	-	-	-	-	1.75	No
55	25	M	Arts	-	-	-	-	-	0.00	No
56	30	F	Nil	-	-	-	-	-	1.00	No
57	37	F	Sci	-	-	-	-	-	2.50	No
58	20	M	Arts	-	-	-	-	-	0.00	No
59	24	F	Sci	-	-	-	-	-	3.25	Yes
60	22	F	Sci	-	-	-	-	-	1.83	Yes
61	27	M	Sci	-	-	-	-	-	1.28	Yes
62	23	F	Arts	-	-	-	-	-	1.17	Yes
63	23	F	Arts	-	-	-	-	-	1.42	Yes
64	27	M	Gen	-	-	-	-	-	3.50	No
65	32	F	Arts	-	-	-	-	-	1.36	Yes
66	20	M	Educ	-	-	-	-	-	0.00	Yes
67	38	F	Gen	-	-	-	-	-	2.78	Yes
68	21	F	Sci	-	-	-	-	-	2.42	Yes
69	20	F	Educ	-	-	-	-	-	3.38	Yes

Table 33 (Continued)

#	Age	Sex	Degree	GED	CMI	Test-ing	Advise-ment	Learning Skills	GPA	Complet-ion
70	40	M	Arts	-	-	-	-	-	1.00	Yes
71	20	F	Sci	-	-	-	-	-	0.00	Yes
72	21	F	Arts	-	-	-	-	-	3.56	Yes
73	23	M	Educ	-	-	-	-	-	1.91	Yes
74	21	M	Gen	-	-	-	-	-	0.00	Yes
75	24	F	Educ	-	-	-	-	-	2.33	Yes
76	23	M	Educ	-	-	-	-	-	0.25	Yes
77	19	F	Educ	-	-	-	-	-	2.70	Yes
78	22	M	Arts	-	-	-	-	-	3.15	Yes
79	25	M	Arts	-	-	-	-	-	2.63	Yes
80	20	M	Gen	-	-	-	-	-	3.33	Yes
81	27	F	Sci	-	-	-	-	-	2.50	Yes
82	33	F	Arts	-	-	-	-	-	2.50	Yes
83	21	F	Educ	-	-	-	-	-	0.50	Yes
84	42	F	Nil	-	-	-	-	-	3.00	No
85	23	M	Sci	-	-	-	-	-	2.06	Yes
86	46	F	Sci	-	-	-	-	-	3.00	Yes
87	30	F	Arts	-	-	-	-	-	1.88	Yes
88	19	F	Sci	-	-	-	-	-	2.67	Yes
89	38	M	Sci	-	-	-	-	-	1.25	Yes
90	23	F	Gen	-	-	-	-	-	1.79	Yes
91	32	M	Sci	-	-	-	-	-	0.00	No
92	29	M	Sci	-	-	-	-	-	3.38	Yes
93	24	F	Sci	-	-	-	-	-	1.83	Yes
94	20	M	Sci	-	-	-	-	-	0.96	Yes

APPENDIX D

STUDENT REACTIONS TO COLLEGE
SUMMARY DATA REPORT



SUMMARY DATA REPORT
SRC Four-Year College Edition

BRANDON UNIVERSITY

ETS COLLEGE AND UNIVERSITY PROGRAMS • PRINCETON, NEW JERSEY • BERKELEY, CALIFORNIA

Table of Contents

STUDENT REACTIONS TO COLLEGE
SUMMARY DATA REPORT

	Pages
Background Information (includes items: 171, 172, 173, 174, 175, 176, 177, 178, 179)	1-3
Quality of Instruction	
Summary Page	4
Individual Item Information Pages (includes items: 4, 5, 6, 7, 8, 9, 11, 12, 13, 17, 44, 45, 46, 48, 120, 124, 125, 126)	5-9
Form of Instruction	
Summary Page	10
Individual Item Information Pages (includes items: 18, 122, 123, 58, 64, 65, 66, 138)	11-13
Student-Centered Instruction	
Summary Page	14
Individual Item Information Pages (includes items: 55, 56, 57, 60, 61, 62, 64, 69, 70)	15-17
Academic Performance	
Summary Page	18
Individual Item Information Pages (includes items: 5, 7, 20, 43, 45, 47, 73, 92, 62)	19-21
Grading	
Summary Page	22
Individual Item Information Pages (includes items: 15, 16, 43, 59, 60, 63, 69, 139, 140, 147)	23-26
Studying	
Summary Page	27
Individual Item Information Pages (includes items: 10, 20, 27, 49, 50, 51, 52, 55, 121,79, 92, 127, 128)	28-31
Instructor Accessibility	
Summary Page	32
Individual Item Information Pages (includes items: 1, 2, 3, 36, 53, 106)	33-34
Involvement with Faculty	
Summary Page	35
Individual Item Information Pages (includes items: 19, 21, 25, 29, 34, 36, 37, 53)	36-37
Counseling and Advising	
Summary Page	38
Individual Item Information Pages (includes items: 26, 30, 31, 32, 38, 72, 74, 129)	39-40
Planning	
Summary Page	41
Individual Item Information Pages (includes items: 72, 74, 75, 76, 78, 83 94, 95, 103, 108, 129)	42-45
Programming	
Summary Page	46
Individual Item Information Pages (includes items: 32, 33, 38, 113, 114, 115, 119, 75, 77, 98, 100, 141, 147)	47-50

	Pages
Registration and Scheduling	
Summary Page	51
Individual Item Information Pages	52-54
(includes items: 28, 41, 116, 117, 118, 97, 99, 135, 142, 143, 150)	
Library/Bookstore	
Summary Page	55
Individual Item Information Pages	56-57
(includes items: 23, 104, 105, 133, 134)	
Rules and Regulations	
Summary Page	58
Individual Item Information Pages	59-61
(includes items: 80, 84, 85, 109, 144, 145, 146, 148)	
Administrative Procedures	
Summary Page	62
Individual Item Information Pages	63-64
(includes items: 24, 25, 28, 33, 41, 42, 81)	
Campus Climate	
Summary Page	65
Individual Item Information Pages	66-67
(includes items: 86, 87, 88, 96, 107, 110, 112)	
Organized Student Activities	
Summary Page	68
Individual Item Information Pages	69-71
(includes items: 34, 82, 101, 111, 68, 71, 136, 149)	
Help with Living Problems	
Summary Page	72
Individual Item Information Pages	73-75
(includes items: 35, 85, 93, 67, 130, 131, 134, 137)	
Financial and Related Problems	
Summary Page	76
Individual Item Information Pages	77-79
(includes items: 22, 39, 40, 54, 89, 90, 91, 102, 132)	
Local Option Questions (if used)	80-84
(includes items: 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170)	

Interpretive Guidelines

for

Student Reactions to College

Student Reactions to College (SRC) was designed to give college students an opportunity to comment on a variety of experiences at their college. Results reflect what *groups* of students think about a specific institution; they do not report individual reactions. The questionnaire is anonymous.

The information in an SRC report gives college faculties and administrators a better idea of what students find helpful and positive. It also identifies areas in which students feel changes or improvements are needed. Such information should prove helpful in planning and evaluating programs and services.

The SRC Report

The responses of students to the 150 questions in SRC are tabulated and organized in this SRC report. If the local option section was used, responses to these questions also will be tabulated. If the subgrouping option was used, all responses will be reported by subgroup (up to five are possible) and for the total group.

The first three pages display the responses to the general information questions (on page 11 of the SRC booklet/answer sheet). On the remaining pages, responses to the SRC items, grouped in 19 categories or areas of interest, are reported first in summary and then in detail for each category.

Pages 1-3: Background Information

The first responses reported define the subgroups, chosen by the institution and marked by the students in question 171. All data in the report are analyzed for these subgroups. The number (N) who responded for each subgroup and the total number responding to the questionnaire are given at the top of each column and are repeated on every page for reference.

Copyright © 1978 by Educational Testing Service. All rights reserved.

In the illustration on page 3, showing page 1 of an SRC report (the data used in the following examples are real), the following information is among that displayed:

1. The number responding in each subgroup. That is, the number of students who *marked a response* to an appropriate alternative to the subgrouping question (no. 171).
2. Total number and percent responding to the subgrouping question.
3. The number and percent of the total group who *did not respond to the subgrouping question.* These figures appear in the *total group columns only;* they do not appear in any subgroup. This means that, throughout the report, the numbers and percentages in the total group columns may be greater than the sum of the numbers and percentages in the subgroup columns.
4. The total number *responding to the questionnaire.*
5. The *number,* in each subgroup, who marked alternative 1 to the background question about sex.
6. The *percent,* in each subgroup, who marked alternative 2 to the background question about sex.
7. The *number,* in each subgroup, who *did not respond* to the question about age.
8. The *number* in the total group who marked alternative 1 to the employment question.
9. The *percent* of the total group who responded to alternative 1 to the employment question.

Pages 2 and 3 of the SRC report contain similar information for the remaining background questions.

Small Samples

For statistical reasons, data for small subgroups should be interpreted with caution. If the sample or the return rate is small, you should be careful about generalizing from SRC results. A small subgroup that includes the total population of that group is an exception, since everyone is represented and their responses can be assumed to reflect the experiences and observations of the group.

To protect the anonymity of students, the responses from very small subgroups (five or fewer respondents) are not reported as *subgroup data.* These responses are reported, however, in the total group column.

The SRC *User's Manual* includes a discussion of sampling on pages 54-63. If you read and follow the strategies suggested there, you should be able to interpret your report with confidence.

Pages 4-79: Item Information

On these pages the responses to the 150 items in the SRC are presented. The number responding in each subgroup and the total group are given on every page at the top of each column; *all other numbers in the SRC report (pages 4-79) are percentages of these figures.* That is, all numbers in the column headed subgroup 1 are percentages of the figure at the head of that column, all numbers in the column headed subgroup 2 are percentages of the figure at the head of that column, and so on.

Format of the item information—The 150 items fall into 19 general categories. In the order in which they appear in the SRC report, they are:

Quality of Instruction	Planning
Form of Instruction	Programming
Student-Centered Instruction	Registration and Scheduling
Academic Performance	Library and Bookstore
Grading	Rules and Regulations
Studying	Administrative Procedures
Instructor Accessibility	Campus Climate
Involvement with Faculty	Organized Student Activities
Counseling and Advising	Help with Living Problems
	Financial and Related Problems

In the SRC report, the responses are grouped in these categories to aid you in interpreting your data. All items that deal with Quality of Instruction, for example, appear together in the report, regardless of where they are in the SRC booklet/answer sheet.

These categories represent major areas of student life considered important in assessing students' reactions to their college experiences. *They are not scales in any technical sense and do not have the psychometric properties of scales.*

The results are analyzed by category and presented in two ways: a summary page followed by the detailed item data for that category.

STUDENT REACTIONS TO COLLEGE

COLLEGE NAME: SAMPLE COLLEGE B
ETS BATCH NO: 0101 COLLEGE CODE: 9999 DATE: REPORT DATE: NOV 1977 ADMIN. DATE: OCT 1977

ETS
Princeton, New Jersey 08540

PAGE NO. 1

ITEM NUMBER	BACKGROUND INFORMATION	SUBGROUP 1		SUBGROUP 2		SUBGROUP 3		SUBGROUP 4		SUBGROUP 5		TOTAL GROUP	
	NUMBER RESPONDING TO SUBGROUPS	247		150		116		88		38		639	93
	NUMBER NOT RESPONDING TO SUBGROUPS											46	7
	TOTAL NUMBER RESPONDING											685	100
171	SUBGROUPS												
	NO RESPONSE TO SUBGROUPING QUESTION	0	0	0	0	0	0	0	0	0	0	46	7
	LIBERAL ARTS DIVISION	247	100	0	0	0	0	0	0	0	0	247	36
	BUSINESS DIVISION	0	0	150	100	0	0	0	0	0	0	150	22
	SCIENCE/TECH. DIVISION	0	0	0	0	116	100	0	0	0	0	116	17
	HEALTH SERVICES DIVISION	0	0	0	0	0	0	88	100	0	0	88	13
	SPECIAL PROGRAMS	0	0	0	0	0	0	0	0	38	100	38	6
172	SEX												
	NO RESPONSE	11	4	6	4	3	3	4	5	3	8	29	4
	MALE	86	35	48	32	54	47	51	58	17	45	275	40
	FEMALE	150	61	96	64	59	51	33	38	18	47	331	56
173	AGE												
	NO RESPONSE	10	4	5	3	3	3	4	5	3	8	28	4
	24 OR UNDER	232	94	137	91	97	84	55	63	1	3	561	82
	25 OR OVER	5	2	8	5	16	14	29	33	34	89	96	14
174	EMPLOYMENT												
	NO RESPONSE	14	6	6	4	5	4	4	5	3	8	35	5
	NOT EMPLOYED	163	66	86	57	43	37	35	40	1	3	351	51
	EMPLOYED PART TIME	60	24	51	34	58	50	35	40	3	8	222	32
	EMPLOYED FULL TIME	10	4	7	5	10	9	14	16	31	82	77	11
175	ETHNIC GROUP												
	NO RESPONSE	14	6	6	4	5	4	5	6	4	11	39	6
	ASIAN-AMERICAN, ORIENTAL	0	0	1	1	2	2	1	1	2	5	7	1
	BLACK, AFRO-AMERICAN, NEGRO	26	11	11	7	3	3	4	5	0	0	47	7
	FRENCH-CANADIAN	1	0	1	1	0	0	0	0	0	0	3	0
	MEXICAN-AMERICAN, CHICANO	2	1	0	0	0	0	0	0	0	0	3	0
	HISPANO-AMERICAN, LATINO	1	0	1	1	0	0	0	0	0	0	2	0
	PUERTO RICAN	0	0	0	0	0	0	0	0	0	0	0	0
	WHITE, CAUCASIAN	194	79	129	86	105	91	77	88	32	84	570	83
	OTHER	9	4	1	1	1	1	1	1	0	0	14	2

Summary Pages

In the following illustrations, the category Academic Performance on pages 18-21 of the SRC report is used as an example. The format for each category is the same throughout the report.

On each summary page, the items have been abbreviated to fit on one line each. In this fairly drastic abbreviation, it often was difficult to retain the full sense of the items. You should refer to the individual item pages immediately following the summary page for the complete statements.

1. The number responding in a subgroup. All other figures in the columns for that subgroup are percentages of this number.
2. Total number of respondents appearing in subgroups.
3. The total number of students responding to the questionnaire. This number includes those who did not mark the subgrouping question and who do not appear, therefore, in any of the subgroup tabulations. All other figures in the total group columns are percentages of this number.
4. Appearing first on each summary page are the items in the category that are considered "report items": items in which students are reporting on their experiences. Each group of items is preceded by the item stem, or common lead-in phrase. In this example, the report items have several lead-in phrases; in other categories there may be only one.
5. The percent *responding favorably*, within a subgroup, to item 5. (Responding favorably is computed by adding together the two favorable responses. In the case of item 5, these were responses 1 and 2—"almost never" and "sometimes".)
6. The percent of the total group responding favorably to this report item.
7. The report items summarized in a way that indicates the relative strength of the positive, or favorable, responses: a) the *average* percent in the subgroup who marked the most favorable response; b) the *average* percent in the subgroup who marked the second or moderately favorable response; c) the *average* percent giving any favorable response.
8. The same information as 7 above, but for the total group of respondents.
9. The "preference items" that ask students their preferences for, or opinions about, a variety of programs and services. It seems important to present these preference items separately from those that report experiences. Students may express a strong preference, for instance, for something that already exists on the campus.
10. The common lead-in phrase for the items that follow.
11. The same information, for the preference items, as is described in 5-8 above for the report items.

Note: In a few categories (for example, Rules and Regulations, Organized Student Activities), there are some items to which responses are not favorable or unfavorable, but merely statements of how the students feel—items 144 and 145 on page 60 in the SRC report are examples. These items are not included on the summary page for that category, and the responses are reported on the pages detailing the individual items only as percent responding to each alternative; a judgment about favorable or unfavorable is not made.

Using the Summary Page

The summary page can highlight areas the college may wish to look at more closely. For example, there are some striking differences in responses among the subgroups at Sample College B.

In Subgroup 1 only 36 percent of the students responded favorably to questions 20 and 43; in Subgroup 4 favorable response was 70 percent and 60 percent to the same items. Subgroup 5, on the other hand, has an even lower favorable response rate to question 20 (18 percent), but quite a substantial percent (65 percent) responding favorably to question 43.

These figures in themselves do not identify a problem; they do indicate, however, that groups of students at this college are reporting remarkably different experiences in an important area of their college lives.

This is the kind of information that should alert a college to look more closely at the individual items and to try to learn why there should be such a difference in what different groups of students are experiencing.

STUDENT REACTIONS TO COLLEGE

COLLEGE NAME: SAMPLE COLLEGE B
ETS BATCH NO: 0101 COLLEGE CODE: 9999 DATE: REPORT DATE: NOV 1977 ADMIN. DATE: OCT 1977

ETS
Princeton, New Jersey 08540

ITEM NUMBER	ACADEMIC PERFORMANCE SUMMARY PAGE	SUBGROUP 1		SUBGROUP 2		SUBGROUP 3		SUBGROUP 4		SUBGROUP 5		TOTAL GROUP	
		N	%	N	%	N	%	N	%	N	%	N	%
	NUMBER RESPONDING TO SUBGROUPS	247		(1) ▶150		116		88		38		(2) ▶639	93
	NUMBER NOT RESPONDING TO SUBGROUPS											46	7
	TOTAL NUMBER RESPONDING											(3) ▶685	100
	REPORT ITEMS % RESPONDING FAVORABLY ◀(4)	- - -	- - -	ALL FIGURES BELOW ARE PERCENTAGES								- - -	- - -
	DURING THIS TERM MY INSTRUCTORS HAVE:												
5	BEEN UNABLE TO EXPLAIN SOMETHING TO ME		72	(5) ▶74		67		60		79		(6) ▶70	
7	PRESENTED MORE IN CLASS THAN READINGS		70	74		66		64		87		71	
	DURING THIS TERM I HAVE:												
20	DONE BADLY ON A TEST		36	52		44		70		18		45	
43	KNOWN HOW I WAS DOING BEFORE GRADES		36	55		57		60		65		49	
45	BEEN BORED IN CLASS		60	61		65		78		89		66	
47	FELT LEFT BEHIND IN A CLASS		80	83		87		91		89		84	
	IN GENERAL:												
73	I AM DOING WELL IN MY MAJOR FIELD		54	76		78		85		68		69	
92	I HAVE HAD TO LEARN MATH I SHOULD KNOW		71	73		63		66		40		67	
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE		a25	27		28		38		20		a27	
	AVERAGE % MODERATE RESPONSE	(7)	b40	47		43		38		53		(8) b43	
	AVERAGE % TOTAL FAVORABLE RESPONSE		c60	69		66		72		67		c65	
	PREFERENCE ITEMS % RESPONDING FAVORABLY ◀(9)												
	HOW DO YOU FEEL ABOUT: ◀(10)												
62	KEEPING A CLASS ON SCHEDULE REGARDLESS		13	18		15		19		34		17	
	SUMMARY - PREFERENCE ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE	(11)	2	3		3		3		5		(11) 3	
	AVERAGE % MODERATE RESPONSE		11	15		12		16		29		14	
	AVERAGE % TOTAL FAVORABLE RESPONSE		13	18		15		19		34		17	

Individual Item Information Pages

Following the summary page for each category, the individual items that make up that category are listed. Each item is given in its entirety (with only occasional abbreviations for space considerations) along with the response alternatives.

Continuing with the *Academic Performance* category, page 19 in the SRC report illustrates a page with individual item data.

1. The specific items included in this category, with the response alternatives. Note that the first response listed is "no response." In each subgroup and in the total group percent column, the percentage of students who did not answer the item is given.
2. Total percent favorable and total percent unfavorable responses are computed for a subgroup. You will note that, in an item such as number 20, there is only one favorable response and two unfavorable ones, whereas an item such as number 43 has two unfavorable responses and two favorable ones. Other items, such as 62 on page 21, also have one response (indifferent) that is not included in the calculations, although the percent responding to that alternative *is* shown.
3. Percent responding to each of the alternatives and the percent *not responding* to the item.
4. Total percent giving favorable responses and total percent giving unfavorable responses in the total group (remember that these percentages include students who did not mark a subgroup and do not appear in the figures in any of the subgroup columns).
5. The percent of the total group responding to each alternative to the item, and, as the first figure in each group, the percent of students in the total group who marked no response to the item.

Throughout the SRC report, favorable and unfavorable designations are based on the sense of the item. This means that a response such as "almost never" may be favorable in response to one item (number 5) and unfavorable in response to another (number 7).

Local Option Questions

If questions were written locally and answered in the Local Option Section (page 10) of the SRC booklet, responses to these questions will appear in the SRC report on page 80 and following. If this section was not used, your report will end with page 79.

Preliminary Comparative Data for SRC

Preliminary comparative data, based on four-year colleges that used SRC in 1975-77, are available as a separate publication, one copy of which is included with each SRC report when it is returned to the college. Additional copies of the comparative data are available for $5 per copy.

Data are presented for the following five groups of students. The groups were based on responses to questions on page 11 of the SRC booklet.

1. Liberal Arts, Humanities, and Arts
2. Sciences, Math, and Engineering
3. Social and Behavioral Sciences
4. Business, Education, Health Services, Home Economics, and Communications
5. Public Services, Trade, Technology, and Agriculture

If you have any questions about your SRC report or any suggestions for making these interpretive guidelines more helpful, please do not hesitate to call or write.

Nancy Beck or Eldon Park
ETS College and University Programs
Princeton, New Jersey 08541

STUDENT REACTIONS TO COLLEGE

COLLEGE NAME: SAMPLE COLLEGE B
ETS BATCH NO: 0101 COLLEGE CODE: 9999 DATE: REPORT DATE: NOV 1977 ADMIN. DATE: OCT 1977

ETS
Princeton, New Jersey 08540

ITEM NUMBER	ACADEMIC PERFORMANCE		SUBGROUP 1		SUBGROUP 2		SUBGROUP 3		SUBGROUP 4		SUBGROUP 5		TOTAL GROUP	
	NUMBER RESPONDING TO SUBGROUPS		247		150		116		88		38		639	93
	NUMBER NOT RESPONDING TO SUBGROUPS												46	7
	TOTAL NUMBER RESPONDING												685	100
5	DURING THIS TERM MY INSTRUCTORS HAVE BEEN UNABLE TO EXPLAIN SOMETHING IN A WAY I COULD UNDERSTAND IT		- - - - - - ALL FIGURES BELOW ARE PERCENTAGES - - - - - -											
	NO RESPONSE			0		0		0		1		0		0
	ALMOST NEVER	% FAVORABLE	72	29	74	33	67	35	60	38	79	34	70	32
	SOMETIMES			43		41		32		22		45		38
	OFTEN			15		15		18		24		13		17
	ALMOST ALWAYS	% UNFAVORABLE	28	13	25	10	33	15	40	16	21	8	29	12
7	DURING THIS TERM MY INSTRUCTORS HAVE PRESENTED MORE IN CLASS THAN I LEARNED FROM ASSIGNED READINGS													
	NO RESPONSE			0		0		0		3		3		1
	ALMOST NEVER	% UNFAVORABLE	29	6	26	7	34	4	32	6	11	3	29	6
	SOMETIMES			23		19		30		26		8		23
	OFTEN			39		45		38		36		55		41
	ALMOST ALWAYS	% FAVORABLE	70	31	74	29	66	28	64	28	87	32	71	30
20	DURING THIS TERM I HAVE DONE BADLY ON A TEST													
	NO RESPONSE			0		1		3		2		18		2
	NO	% FAVORABLE	36	36	52	52	44	44	70	70	18	18	45	45
	YES, ONCE			40		35		29		17		61		35
	YES, TWICE OR MORE	% UNFAVORABLE	63	23	47	12	52	23	27	10	64	3	53	18
43	DURING THIS TERM I HAVE KNOWN HOW WELL I WAS DOING IN COURSES BEFORE I GOT A GRADE													
	NO RESPONSE			1		0		1		1		5		1
	ALMOST NEVER	% UNFAVORABLE	62	21	45	11	42	7	39	5	29	0	50	13
	SOMETIMES			41		34		35		34		29		37
	OFTEN			23		34		34		35		39		30
	ALMOST ALWAYS	% FAVORABLE	36	13	55	21	57	23	60	25	65	26	49	19

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 9710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 1

ITEM NUMBER	BACKGROUND INFORMATION	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
171	SUBGROUPS												
	NO RESPONSE TO SUBGROUPING QUESTION											33	100
	SUBGROUP ONE											0	0
	SUBGROUP TWO											0	0
	SUBGROUP THREE											0	0
	SUBGROUP FOUR											0	0
	SUBGROUP FIVE											0	0
172	SEX												
	NO RESPONSE											0	0
	MALE											18	55
	FEMALE											15	45
173	AGE												
	NO RESPONSE											0	0
	24 OR UNDER											18	55
	25 OR OVER											15	45
174	EMPLOYMENT												
	NO RESPONSE											0	0
	NOT EMPLOYED											15	45
	EMPLOYED PART TIME											8	24
	EMPLOYED FULL TIME											10	30
175	ETHNIC GROUP												
	NO RESPONSE											0	0
	AMERICAN INDIAN											7	21
	ASIAN-AMERICAN, ORIENTAL											0	0
	BLACK, AFRO-AMERICAN, NEGRO											1	3
	MEXICAN/SPANISH AMERICAN, CHICANO											0	0
	WHITE, CAUCASIAN											25	75
	OTHER											0	0

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

CIS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: RANDOM UNIVERSITY
ETS BATCH NO: G710 COLLEGE CODE: 0505 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 2

ITEM NUMBER	BACKGROUND INFORMATION	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
176	WHEN DO YOU USUALLY HAVE YOUR CLASSES ?												
	NO RESPONSE											0	0
	DURING THE DAY											25	76
	LATE AFTERNOONS OR EVENINGS											8	24
177	NUMBER OF CREDITS CURRENTLY ENROLLED FOR												
	NO RESPONSE											0	0
	FEWER THAN 9											12	36
	9 - 11											4	12
	12 - 15											7	21
	MORE THAN 15											10	30
178	YOUR CLASS IN COLLEGE IS												
	NO RESPONSE											0	0
	FRESHMAN											19	58
	SOPHOMORE											12	36
	JUNIOR											1	3
	SENIOR											0	0
	GRADUATE OR OTHER											1	3

ITEM NO. 297826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: ERANDUU UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0505 DATE: REPORT DATE: JAN 1994 ADMIN. DATE: DEC 1993

ITEM NUMBER	BACKGROUND INFORMATION	SUBGROUP 1		SUBGROUP 2		SUBGROUP 3		SUBGROUP 4		SUBGROUP 5		TOTAL GROUP	
		N	%	N	%	N	%	N	%	N	%	N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
179	MAJOR FIELD OR COURSE OF STUDY												
	NO RESPONSE											0	0
	UNDECIDED											0	0
	BUSINESS											4	12
	COMMUNICATION											1	3
	TECHNOLOGY											0	0
	APPLIED ARTS											0	0
	FINE ARTS											0	0
	LIBERAL ARTS AND HUMANITIES											2	6
	BEHAVIORAL SCIENCES											11	33
	SOCIAL SCIENCES											1	3
	PUBLIC SERVICES											1	3
	EDUCATION											4	12
	HEALTH SERVICES											4	12
	BIOLOGICAL SCIENCES											0	0
	AGRICULTURE AND NATURAL RESOURCES											0	0
	PHYSICAL SCIENCES AND MATHEMATICS											4	12
	ENGINEERING AND ARCHITECTURE											1	3
	HOME ECONOMICS											0	0
	OTHER											0	0

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 4

ITEM NUMBER	QUALITY OF INSTRUCTION SUMMARY PAGE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - -	- - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	DURING THIS TERM MY INSTRUCTORS HAVE:												
4	CLEARED COURSES TO STUDENTS INTRST/ABIL.												57
5	BEEN UNABLE TO EXPLAIN SOMETHING TO ME												72
6	RESPECTED STUDENT VIEW DIFF FROM THEIRS												91
7	PRESENTED MORE IN CLASS THAN READINGS												51
8	REALLY LISTENED TO CLASS DISCUSSION												78
9	DONE LITTLE EXCEPT PUT OUT THE MATERIAL												91
11	TREATED ALL THEIR STUDENTS FAIRLY												94
12	BEEN CLEAR ABOUT WHAT THEY EXPECTED												85
13	PILED ON WORK AS IF ITS MY ONLY CLASS												81
17	TAUGHT OVER THE HEADS OF THEIR STUDENTS												97
	DURING THIS TERM I HAVE:												
44	HAD ASSIGNMENTS THAT WERE BUSYWORK												97
45	BEEN BORED IN CLASS												70
46	HAD A CLASS THAT JUST WENT OVER MATERIL												94
47	FELT FRUSTRATED OVER SLOW PACE OF CLASS												90
120	HAD A PROF WHO WAS CONSIST. UNPREPARED												94
124	HAD A DULL COURSE TURN OUT INTERESTING												70
125	HAD AN INTERESTING COURSE TURN OUT DULL												45
126	HAD A COURSE TAUGHT TOO MUCH LIKE H.S.												88
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												46
	AVERAGE % MODERATE RESPONSE												40
	AVERAGE % TOTAL FAVORABLE RESPONSE												79

ITEM NO. 307826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDEIN UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 5

ITEM NUMBER	QUALITY OF INSTRUCTION	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
4	DURING THIS TERM MY INSTRUCTORS HAVE GEARED THEIR INSTRUCTION TO THE INTEREST AND ABILITIES OF THE STUDENTS	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											42	6
	SOMETIMES												36
	OFTEN												45
	ALMOST ALWAYS % FAVORABLE											57	12
5	DURING THIS TERM MY INSTRUCTORS HAVE BEEN UNABLE TO EXPLAIN SOMETHING IN A WAY I COULD UNDERSTAND IT												
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											72	30
	SOMETIMES												42
	OFTEN												21
	ALMOST ALWAYS % UNFAVORABLE											27	6
6	DURING THIS TERM MY INSTRUCTORS HAVE RESPECTED STUDENT POINTS OF VIEW DIFFERENT FROM THEIR OWN												
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											18	0
	SOMETIMES												18
	OFTEN												42
	ALMOST ALWAYS % FAVORABLE											81	39
7	DURING THIS TERM MY INSTRUCTORS HAVE PRESENTED MORE IN CLASS THAN I LEARNED FROM ASSIGNED READINGS												
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											49	12
	SOMETIMES												36
	OFTEN												27
	ALMOST ALWAYS % FAVORABLE											51	24

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO. 710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 6

ITEM NUMBER	QUALITY OF INSTRUCTION	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
8	DURING THIS TERM MY INSTRUCTORS HAVE REALLY LISTENED TO STUDENT QUESTIONS AND DISCUSSIONS IN CLASS	- - - - -		ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - - -	
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											21	3
	SOMETIMES												18
	OFTEN												30
	ALMOST ALWAYS % FAVORABLE											78	48
9	DURING THIS TERM MY INSTRUCTORS HAVE DONE LITTLE MORE THAN PUT OUT MATERIAL, LEAVING ME TO GET IT AS BEST I CAN												
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											51	39
	SOMETIMES												42
	OFTEN												18
	ALMOST ALWAYS % UNFAVORABLE											18	0
11	DURING THIS TERM MY INSTRUCTORS HAVE TREATED ALL THEIR STUDENTS FAIRLY												
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											6	0
	SOMETIMES												6
	OFTEN												15
	ALMOST ALWAYS % FAVORABLE											94	79
12	DURING THIS TERM MY INSTRUCTORS HAVE BEEN CLEAR ABOUT WHAT THEY EXPECTED												
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											15	0
	SOMETIMES												15
	OFTEN												30
	ALMOST ALWAYS % FAVORABLE											85	55

ITEM NO. 30782

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 7

ITEM NUMBER	QUALITY OF INSTRUCTION	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
13	DURING THIS TERM MY INSTRUCTORS HAVE FILED ON THE WORK AS THOUGH THEIRS IS THE ONLY COURSE I HAVE	- - - -	- - - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - -	- - - -
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											81	45
	SOMETIMES												36
	OFTEN												15
	ALMOST ALWAYS % UNFAVORABLE											18	3
17	DURING THIS TERM MY INSTRUCTORS HAVE TAUGHT OVER THE HEADS OF THEIR STUDENTS												
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											97	39
	SOMETIMES												58
	OFTEN												3
	ALMOST ALWAYS % UNFAVORABLE											3	0
44	DURING THIS TERM I HAVE HAD ASSIGNMENTS FROM MY INSTRUCTORS THAT WERE REALLY ONLY BUSYWORK												
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											97	64
	SOMETIMES												33
	OFTEN												3
	ALMOST ALWAYS % UNFAVORABLE											3	0
45	DURING THIS TERM I HAVE BEEN BORED IN CLASS												
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											70	18
	SOMETIMES												52
	OFTEN												27
	ALMOST ALWAYS % UNFAVORABLE											30	3

ITEM NO. 70804

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	QUALITY OF INSTRUCTION	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
46	DURING THIS TERM I HAVE BEEN IN A CLASS THAT JUST WENT OVER MATERIAL I ALREADY KNEW	- - - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - -	- -
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											94	36
	SOMETIMES												58
	OFTEN												6
	ALMOST ALWAYS % UNFAVORABLE											6	0
48	DURING THIS TERM I HAVE FELT FRUSTRATED BECAUSE THE CLASS WAS NOT MOVING FAST ENOUGH												
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											90	48
	SOMETIMES												42
	OFTEN												9
	ALMOST ALWAYS % UNFAVORABLE											9	0
120	DURING THIS TERM I HAVE HAD A COURSE WHERE THE INSTRUCTOR CONSISTENTLY CAME TO CLASS UNPREPARED												
	NO RESPONSE												0
	NO % FAVORABLE											94	94
	YES, ONE COURSE												6
	YES, TWO OR MORE COURSES % UNFAVORABLE											6	0
124	DURING THIS TERM I HAVE HAD A COURSE I THOUGHT WOULD BE DULL TURN OUT TO BE INTERESTING												
	NO RESPONSE												0
	NO % UNFAVORABLE											30	30
	YES, ONE COURSE												52
	YES, TWO OR MORE COURSES % FAVORABLE											70	18

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 9

ITEM NUMBER	QUALITY OF INSTRUCTION	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
125	DURING THIS TERM I HAVE HAD A COURSE I THOUGHT WOULD BE INTERESTING TURN OUT TO BE DULL	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	NO % FAVORABLE											45	45
	YES, ONE COURSE												52
	YES, TWO OR MORE COURSES % UNFAVORABLE											55	3
126	DURING THIS TERM I HAVE HAD A COURSE THAT WAS TAUGHT TOO MUCH LIKE HIGH SCHOOL COURSES												
	NO RESPONSE												0
	NO % FAVORABLE											88	88
	YES, ONE COURSE												12
	YES, TWO OR MORE COURSES % UNFAVORABLE											12	0

ITEM NO. 01828

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	FORM OF INSTRUCTION SUMMARY PAGE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	DURING THIS TERM I HAVE:												
19	GONE TO COURSE-RELATED ACT. OFF CAMPUS												24
122	HAD COURSE TOO SLANTED TOWARD ONE JOB												82
123	HAD COURSE TOO SLANTED TOWARD 4-YR/GRAD												91
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												60
	AVERAGE % MODERATE RESPONSE												18
	AVERAGE % TOTAL FAVORABLE RESPONSE												66
	PREFERENCE ITEMS % RESPONDING FAVORABLY												
	HOW DO YOU FEEL ABOUT:												
58	BEST & SLOWER STUDENTS TAUGHT SEPARATLY												15
64	CREDIT FOR PASSING EXAM ONLY-NO CLASSES												42
65	EXPERIENCE IN REAL JOB-EVEN DELAY. GRAD												70
66	CLASS EXPERIENCES IN COMMUNITY												79
138	MORE COURSES & PROGRAMS FOR COMMUNITY												70
	SUMMARY - PREFERENCE ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												10
	AVERAGE % MODERATE RESPONSE												45
	AVERAGE % TOTAL FAVORABLE RESPONSE												55

ITEM NO. 39782

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
[redacted]
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	FORM OF INSTRUCTION	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
18	DURING THIS TERM I HAVE PARTICIPATED IN A COURSE-RELATED ACTIVITY OFF THE CAMPUS	- - -	- - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- - -
	NO RESPONSE												0
	NO % UNFAVORABLE											76	76
	YES, ONCE												18
	YES, TWICE OR MORE % FAVORABLE											24	6
122	DURING THIS TERM I HAVE BEEN IN A COURSE SLANTED TOO HEAVILY TOWARD STUDENTS GOING INTO A JOB IN THAT FIELD												
	NO RESPONSE												0
	NO % FAVORABLE											82	82
	YES, ONE COURSE												18
	YES, TWO OR MORE COURSES % UNFAVORABLE											18	0
123	DURING THIS TERM I HAVE TAKEN A COURSE GEARED TOO MUCH TO STUDENTS PLANNING TO GO TO A 4-YEAR COLLEGE OR GRAD. SCHOOL												
	NO RESPONSE												0
	NO % FAVORABLE											91	91
	YES, ONE COURSE												9
	YES, TWO OR MORE COURSES % UNFAVORABLE											9	0
56	HOW I FEEL ABOUT: THE BEST STUDENTS AND THE SLOWER STUDENTS TAUGHT IN SEPARATE CLASSES												
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											46	18
	OPPOSE												30
	INDIFFERENT OR UNCERTAIN												36
	FAVOR												15
	I STRONGLY FAVOR % FAVORABLE											15	0

ITEM NO. 39826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1933

ITEM NUMBER	FORM OF INSTRUCTION	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
64	HOW I FEEL ABOUT: COURSE CREDIT BASED ON PASSING AN EXAM WITHOUT HAVING TO TAKE THE COURSE	- - - -		ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - -	
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											33	9
	OPPOSE												24
	INDIFFERENT OR UNCERTAIN												24
	FAVOR												36
	I STRONGLY FAVOR % FAVORABLE											42	6
65	HOW I FEEL ABOUT: PRACTICAL EXPERIENCE IN ACTUAL JOB SITUATIONS EVEN IF IT TAKES ME LONGER TO FINISH COLLEGE												
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											3	0
	OPPOSE												3
	INDIFFERENT OR UNCERTAIN												27
	FAVOR												55
	I STRONGLY FAVOR % FAVORABLE											70	15
66	HOW I FEEL ABOUT: CLASS EXPERIENCES OUT IN THE COMMUNITY OR AWAY FROM THE COLLEGE												
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											0	0
	OPPOSE												0
	INDIFFERENT OR UNCERTAIN												21
	FAVOR												61
	I STRONGLY FAVOR % FAVORABLE											79	18

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	FORM OF INSTRUCTION	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
139	THE COLLEGE SHOULD OFFER MORE COURSES AND PROGRAMS FOR PEOPLE IN THE COMMUNITY WHO ARE NOT REGULAR STUDENTS	- - -	- - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											6	0
	NO												6
	UNDECIDED												24
	YES												58
	DEFINITELY YES % FAVORABLE											70	12

ITEM NO. 891026

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1994 ADMIN. DATE: DEC 1993

ITEM NUMBER	STUDENT-CENTERED INSTRUCTION SUMMARY PAGE	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	THIS TERM MY INSTRUCTORS HAVE:												
14	ALLOWED SOME FREEDOM IN DOING ASSIGNMTS												51
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												24
	AVERAGE % MODERATE RESPONSE												27
	AVERAGE % TOTAL FAVORABLE RESPONSE												51
	PREFERENCE ITEMS % RESPONDING FAVORABLY												
	HOW DO YOU FEEL ABOUT:												
56	ASSIGN. THAT SEVERAL STUDENTS WORK ON												64
57	AT LEAST ONE INDEPENDENT STUDY COURSE												69
60	GRADES I CAN COMPARE TO THOSE OF OTHERS												51
61	SMALL CLASSES ONCE VS LARGER ONES OFTEN												42
62	KEEPING A CLASS ON SCHEDULE REGARDLESS												33
64	CREDIT FOR PASSING EXAM ONLY-NO CLASSES												42
69	NO GRADES AT ALL, JUST WRITTEN COMMENTS												9
70	NO TEXTS OR ASSIGN, INFORMAL DISCUSSION												18
	SUMMARY - PREFERENCE ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												10
	AVERAGE % MODERATE RESPONSE												31
	AVERAGE % TOTAL FAVORABLE RESPONSE												41

ITEM NO. 387826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	STUDENT-CENTERED INSTRUCTION	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
14	DURING THIS TERM MY INSTRUCTORS HAVE ALLOWED STUDENTS A REASONABLE AMOUNT OF FREEDOM IN THE WAY COURSE ASSIGNMENTS ARE CARRIED OUT	- - - -		ALL FIGURES BELOW ARE PERCENTAGES								- - - -	
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											48	12
	SOMETIMES												36
	OFTEN												27
	ALMOST ALWAYS % FAVORABLE											51	24
56	HOW I FEEL ABOUT: COURSE ASSIGNMENTS WHERE SEVERAL STUDENTS WORK TOGETHER												
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											9	0
	OPPOSE												9
	INDIFFERENT OR UNCERTAIN												27
	FAVOR												52
	I STRONGLY FAVOR % FAVORABLE											64	12
57	HOW I FEEL ABOUT: AT LEAST ONE COURSE BASED ON INDEPENDENT STUDY												
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											6	0
	OPPOSE												6
	INDIFFERENT OR UNCERTAIN												24
	FAVOR												30
	I STRONGLY FAVOR % FAVORABLE											69	39

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	STUDENT-CENTERED INSTRUCTION	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
60	HOW I FEEL ABOUT: END-OF-COURSE GRADES THAT TELL ME HOW WELL I DID COMPARED WITH OTHER STUDENTS	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											18	3
	OPPOSE												15
	INDIFFERENT OR UNCERTAIN												30
	FAVOR												48
	I STRONGLY FAVOR % FAVORABLE											51	3
61	HOW I FEEL ABOUT: SMALL CLASSES MEETING ONCE A WEEK INSTEAD OF LARGE CLASSES MEETING MORE OFTEN												
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											30	3
	OPPOSE												27
	INDIFFERENT OR UNCERTAIN												27
	FAVOR												30
	I STRONGLY FAVOR % FAVORABLE											42	12
62	HOW I FEEL ABOUT: CLASSES THAT STAY ON THE COURSE SCHEDULE EVEN IF SOME OF THE STUDENTS GET LEFT BEHIND OR LOSE INTEREST												
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											27	0
	OPPOSE												27
	INDIFFERENT OR UNCERTAIN												39
	FAVOR												27
	I STRONGLY FAVOR % FAVORABLE											33	6

ITEM NO. 367826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	STUDENT-CENTERED INSTRUCTION	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
64	HOW I FEEL ABOUT: COURSE CREDIT BASED ON PASSING AN EXAM WITHOUT HAVING TO TAKE THE COURSE	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											33	9
	OPPOSE												24
	INDIFFERENT OR UNCERTAIN												24
	FAVOR												36
	I STRONGLY FAVOR % FAVORABLE											42	6
69	HOW I FEEL ABOUT: NO GRADES AT ALL, JUST WRITTEN COMMENTS BY MY INSTRUCTORS												
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											70	12
	OPPOSE												58
	INDIFFERENT OR UNCERTAIN												21
	FAVOR												9
	I STRONGLY FAVOR % FAVORABLE											9	0
70	HOW I FEEL ABOUT: CLASSES WITHOUT TEXTS OR ASSIGNMENTS, ORGANIZED AROUND INFORMAL DISCUSSIONS												
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											54	21
	OPPOSE												33
	INDIFFERENT OR UNCERTAIN												27
	FAVOR												15
	I STRONGLY FAVOR % FAVORABLE											18	3

ITEM NO. 39826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 18

ITEM NUMBER	ACADEMIC PERFORMANCE SUMMARY PAGE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - -	- - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	DURING THIS TERM MY INSTRUCTORS HAVE:												
5	BEEN UNABLE TO EXPLAIN SOMETHING TO ME												72
7	PRESENTED MORE IN CLASS THAN READINGS												51
	DURING THIS TERM I HAVE:												
20	DONE BADLY ON A TEST												33
43	KNOWN HOW I WAS DOING BEFORE GRADES												48
45	BEEN BORED IN CLASS												70
47	FELT LEFT BEHIND IN A CLASS												87
	IN GENERAL:												
73	I AM DOING WELL IN MY MAJOR FIELD												67
92	I HAVE HAD TO LEARN MATH I SHOULD KNOW												66
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												25
	AVERAGE % MODERATE RESPONSE												42
	AVERAGE % TOTAL FAVORABLE RESPONSE												62
	PREFERENCE ITEMS % RESPONDING FAVORABLY												
	HOW DO YOU FEEL ABOUT:												
62	KEEPING A CLASS ON SCHEDULE REGARDLESS												33
	SUMMARY - PREFERENCE ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												6
	AVERAGE % MODERATE RESPONSE												27
	AVERAGE % TOTAL FAVORABLE RESPONSE												33

ITEM NO. 297826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0505 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	ACADEMIC PERFORMANCE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
5	DURING THIS TERM MY INSTRUCTORS HAVE BEEN UNABLE TO EXPLAIN SOMETHING IN A WAY I COULD UNDERSTAND IT	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											72	30
	SOMETIMES												42
	OFTEN												21
	ALMOST ALWAYS % UNFAVORABLE											27	6
7	DURING THIS TERM MY INSTRUCTORS HAVE PRESENTED MORE IN CLASS THAN I LEARNED FROM ASSIGNED READINGS												
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											48	12
	SOMETIMES												36
	OFTEN												27
	ALMOST ALWAYS % FAVORABLE											51	24
20	DURING THIS TERM I HAVE DONE BADLY ON A TEST												
	NO RESPONSE												0
	NO % FAVORABLE											33	33
	YES, ONCE												33
	YES, TWICE OR MORE % UNFAVORABLE											66	33
43	DURING THIS TERM I HAVE KNOWN HOW WELL I WAS DOING IN COURSES BEFORE I GOT A GRADE												
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											51	15
	SOMETIMES												35
	OFTEN												30
	ALMOST ALWAYS % FAVORABLE											48	18

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO. 0710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1994 ADMIN. DATE: DEC 1993 PAGE NO. 20

ITEM NUMBER	ACADEMIC PERFORMANCE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
45	DURING THIS TERM I HAVE BEEN BORED IN CLASS	- - - -		ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - -	
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											70	19
	SOMETIMES												52
	OFTEN												27
	ALMOST ALWAYS % UNFAVORABLE											30	3
47	DURING THIS TERM I HAVE FELT LEFT BEHIND IN A CLASS												
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											87	48
	SOMETIMES												39
	OFTEN												12
	ALMOST ALWAYS % UNFAVORABLE											12	0
73	IN GENERAL I FEEL I AM DOING WELL IN MY MAJOR FIELD												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											18	0
	NO												18
	UNDECIDED												15
	YES												55
	DEFINITELY YES % FAVORABLE											67	12
92	IN GENERAL I FEEL I HAVE HAD TO SPEND TIME LEARNING MATH THAT I SHOULD HAVE KNOWN												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											56	19
	NO												46
	UNDECIDED												9
	YES												18
	DEFINITELY YES % UNFAVORABLE											24	6

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 710 COLLEGE CODE: 0505 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 21

ITEM NUMBER	ACADEMIC PERFORMANCE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
62	HOW I FEEL ABOUT: CLASSES THAT STAY ON THE COURSE SCHEDULE EVEN IF SOME OF THE STUDENTS GET LEFT BEHIND OR LOSE INTEREST	- - - - -		ALL FIGURES BELOW ARE PERCENTAGES								- - - - -	
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											27	0
	OPPOSE												27
	INDIFFERENT OR UNCERTAIN												39
	FAVOR												27
	I STRONGLY FAVOR % FAVORABLE											33	6

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE REPORT DATE: JAN 1994 ADMIN. DATE: DEC 1993 PAGE NO. 22

ITEM NUMBER	GRADING SUMMARY PAGE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - - -		ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - -	
	DURING THIS TERM MY INSTRUCTORS HAVE:												
15	RETURNED PAPERS IN TIME TO BE HELPFUL												66
16	PUT DETAILED COMMENTS ON EXAMS & PAPERS												39
	DURING THIS TERM I HAVE:												
44	KNOWN HOW I WAS DOING BEFORE GRADES												48
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												20
	AVERAGE % MODERATE RESPONSE												31
	AVERAGE % TOTAL FAVORABLE RESPONSE												51
	PREFERENCE ITEMS % RESPONDING FAVORABLY												
	HOW DO YOU FEEL ABOUT:												
59	BASE GRADES ON DAILY WORK, NOT FEW EXAMS												51
60	GRADES I CAN COMPARE TO THOSE OF OTHERS												51
63	AT LEAST ONE COURSE WITHOUT GRADES												24
69	NO GRADES AT ALL, JUST WRITTEN COMMENTS												9
	THE COLLEGE SHOULD:												
139	RECORD ONLY COURSES PASSED, NO GRADES												15
140	RECORD GRADES IN MAJOR FIELD ONLY												15
147	LET STUDNT DROP COURSES WITHOUT FAILING												42
	SUMMARY - PREFERENCE ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												8
	AVERAGE % MODERATE RESPONSE												22
	AVERAGE % TOTAL FAVORABLE RESPONSE												30

ITEM NO. 79926

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRAND M UNIVERSITY
ETS BATCH NO. 0713 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1994 ADMIN. DATE: DEC 1993 PAGE NO. 23

ITEM NUMBER	GRADING	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
15	DURING THIS TERM MY INSTRUCTORS HAVE RETURNED EXAMS AND PAPERS WITH GRADES, CORRECTIONS, OR COMMENTS SOON ENOUGH TO BE HELPFUL	- - - -		ALL FIGURES BELOW ARE PERCENTAGES								- - - -	- -
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											33	9
	SOMETIMES												24
	OFTEN												36
	ALMOST ALWAYS % FAVORABLE											66	30
16	DURING THIS TERM MY INSTRUCTORS HAVE GIVEN DETAILED COMMENTS ABOUT PAPERS, EXAMS OR OTHER MATERIAL I TURNED IN												
	NO RESPONSE												3
	ALMOST NEVER % UNFAVORABLE											57	24
	SOMETIMES												33
	OFTEN												27
	ALMOST ALWAYS % FAVORABLE											39	12
43	DURING THIS TERM I HAVE KNOWN HOW WELL I WAS DOING IN COURSES BEFORE I GOT A GRADE												
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											51	15
	SOMETIMES												36
	OFTEN												30
	ALMOST ALWAYS % FAVORABLE											48	15

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
ETS Community and Junior College Programs
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	GRADING	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
59	HOW I FEEL ABOUT: GRADES BASED ON DAY-TO DAY WORK INSTEAD OF TOTALLY ON A FEW BIG EXAMS OR PAPERS	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	1 STRONGLY OPPOSE % UNFAVORABLE											36	3
	OPPOSE												33
	INDIFFERENT OR UNCERTAIN												12
	FAVOR												33
	1 STRONGLY FAVOR % FAVORABLE											51	18
60	HOW I FEEL ABOUT: END-OF-COURSE GRADES THAT TELL ME HOW WELL I DID COMPARED WITH OTHER STUDENTS												
	NO RESPONSE												0
	1 STRONGLY OPPOSE % UNFAVORABLE											18	3
	OPPOSE												15
	INDIFFERENT OR UNCERTAIN												30
	FAVOR												48
	1 STRONGLY FAVOR % FAVORABLE											51	3
63	HOW I FEEL ABOUT: AT LEAST ONE COURSE IN WHICH I AM NOT GRADED												
	NO RESPONSE												0
	1 STRONGLY OPPOSE % UNFAVORABLE											48	18
	OPPOSE												30
	INDIFFERENT OR UNCERTAIN												27
	FAVOR												16
	1 STRONGLY FAVOR % FAVORABLE											24	6

ITEM NO 707826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	GRADING	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
69	HOW I FEEL ABOUT: NO GRADES AT ALL, JUST WRITTEN COMMENTS BY MY INSTRUCTORS	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	1 STRONGLY OPPOSE % UNFAVORABLE											70	12
	OPPOSE												58
	INDIFFERENT OR UNCERTAIN												21
	FAVOR												9
	1 STRONGLY FAVOR % FAVORABLE											9	0
139	THE COLLEGE SHOULD HAVE STUDENT RECORDS AND TRANSCRIPTS SHOW ONLY A LIST OF THE COURSES THE STUDENT HAS PASSED, WITHOUT GRADES												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											48	9
	NO												39
	UNDECIDED												33
	YES												9
	DEFINITELY YES % FAVORABLE											18	9
140	THE COLLEGE SHOULD RECORD GRADES ONLY IN A STUDENTS MAJOR FIELD, AND JUST LIST THE OTHER COURSES A STUDENT HAS PASSED												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											51	12
	NO												39
	UNDECIDED												33
	YES												9
	DEFINITELY YES % FAVORABLE											15	6

ITEM NO. 3978-R

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: GRANTAIN UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 26

ITEM NUMBER	GRADING	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
147	THE COLLEGE SHOULD LET STUDENTS DROP A COURSE AT ANY TIME WITHOUT BEING GIVEN A FAILING GRADE	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											33	6
	NO												27
	UNDECIDED												24
	YES												30
	DEFINITELY YES % FAVORABLE											42	12

ITEM NO. 29826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1933 PAGE NO. 27

ITEM NUMBER	STUDYING SUMMARY PAGE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	DURING THIS TERM MY INSTRUCTORS HAVE:												
10	EXPECT. MORE OUTSIDE WORK THAN HAD TIME												87
	DURING THIS TERM I HAVE:												
20	DONE BADLY ON A TEST												33
27	TAKEN TIME FROM ONE COURSE TO DO ANOTHR												33
49	HAD TROUBLE CONCENTRATNG ON MY STUDYING												57
50	HAD SO MUCH READING DIDNT UNDERSTAND IT												72
51	BEEN ABLE TO GET HELP WITH MY STUDIES												36
52	NOT UNDERSTOOD WHAT I WAS STUDYING												95
55	HAD TO STUDY SO MUCH NO TIME TO RELAX												88
121	GOT SO FAR BEHIND I COULD NOT CATCH UP												61
	IN GENERAL:												
79	IVE NOT LEARNED TO STUDY IN TIME I HAVE												51
92	I HAVE HAD TO LEARN MATH I SHOULD KNOW												66
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												33
	AVERAGE % MODERATE RESPONSE												38
	AVERAGE % TOTAL FAVORABLE RESPONSE												61
	PREFERENCE ITEMS % RESPONDING FAVORABLY												
	HOW DO YOU FEEL ABOUT:												
127	I NEED SOMEPLACE TO STUDY WITH OTHERS												30
128	I NEED SOMEPLACE TO STUDY UNDISTURBED												66
	SUMMARY - PREFERENCE ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												11
	AVERAGE % MODERATE RESPONSE												38
	AVERAGE % TOTAL FAVORABLE RESPONSE												48

ITEM NO. 297826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	STUDYING	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
10	DURING THIS TERM MY INSTRUCTORS HAVE EXPECTED MORE OUTSIDE WORK THAN I HAVE TIME FOR	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											87	42
	SOMETIMES												45
	OFTEN												9
	ALMOST ALWAYS % UNFAVORABLE											12	3
20	DURING THIS TERM I HAVE DONE BADLY ON A TEST												
	NO RESPONSE												0
	NO % FAVORABLE											33	33
	YES, ONCE												33
	YES, TWICE OR MORE % UNFAVORABLE											66	33
27	DURING THIS TERM I HAVE TAKEN TIME I SHOULD HAVE SPENT ON ONE COURSE TO CATCH UP IN ANOTHER												
	NO RESPONSE												0
	NO % FAVORABLE											33	33
	YES, ONCE												27
	YES, TWICE OR MORE % UNFAVORABLE											66	39
49	DURING THIS TERM I HAVE HAD TROUBLE CONCENTRATING ON WHAT I WAS SUPPOSED TO BE STUDYING												
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											57	18
	SOMETIMES												39
	OFTEN												33
	ALMOST ALWAYS % UNFAVORABLE											42	9

ITEM NO 39826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXX
(Princeton, New Jersey 08541)

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1994 ADMIN. DATE: DEC 1993 PAGE NO. 29

ITEM NUMBER	STUDYING	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
50	DURING THIS TERM I HAVE HAD SO MUCH READING TO DO THAT I DID NOT HAVE TIME TO REALLY UNDERSTAND IT	- - - -		ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - -	- -
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											72	33
	SOMETIMES												39
	OFTEN												24
	ALMOST ALWAYS % UNFAVORABLE											27	3
51	DURING THIS TERM I HAVE BEEN ABLE TO GET HELP WITH STUDIES WHEN I HAVE NEEDED IT												
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											63	27
	SOMETIMES												36
	OFTEN												27
	ALMOST ALWAYS % FAVORABLE											36	9
52	DURING THIS TERM I HAVE FOUND I COULD NOT UNDERSTAND WHAT I WAS STUDYING EVEN THOUGH I THOUGHT I UNDERSTOOD IT EARLIER IN CLASS												
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											55	52
	SOMETIMES												33
	OFTEN												15
	ALMOST ALWAYS % UNFAVORABLE											15	0
55	DURING THIS TERM I HAVE HAD TO STUDY SO MUCH THAT I HAVE NOT HAD TIME TO RELAX AND ENJOY COLLEGE												
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											88	52
	SOMETIMES												36
	OFTEN												12
	ALMOST ALWAYS % UNFAVORABLE											12	0

ITEM NO 39826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1994 ADMIN. DATE: DEC 1993 PAGE NO. 30

ITEM NUMBER	STUDYING	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
121	DURING THIS TERM I HAVE GOT SO FAR BEHIND IN A COURSE, WITHOUT REALIZING IT, THAT I NEVER REALLY CAUGHT UP	- - - -		ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - -	- -
	NO RESPONSE												0
	NO % FAVORABLE											61	61
	YES, ONE COURSE												24
	YES, TWO OR MORE COURSES % UNFAVORABLE											39	15
79	IN GENERAL I FEEL I HAVE NEVER LEARNED TO STUDY WELL ENOUGH TO HANDLE THE WORK IN THE TIME I HAVE												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											51	15
	NO												36
	UNDECIDED												18
	YES												21
	DEFINITELY YES % UNFAVORABLE											30	9
92	IN GENERAL I FEEL I HAVE HAD TO SPEND TIME LEARNING MATH THAT I SHOULD HAVE KNOWN												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											56	18
	NO												43
	UNDECIDED												9
	YES												18
	DEFINITELY YES % UNFAVORABLE											24	6
127	I NEED SOMEPLACE ON CAMPUS WHERE I CAN STUDY WITH OTHER STUDENTS												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											45	3
	NO												42
	UNDECIDED												24
	YES												30
	DEFINITELY YES % FAVORABLE											30	0

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	STUDYING		SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS		0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS												33	100
	TOTAL NUMBER RESPONDING												33	100
129	I NEED SOMEPLACE ON CAMPUS WHERE I CAN STUDY WITHOUT BEING DISTURBED		- - - - - -		ALL FIGURES BELOW ARE PERCENTAGES								- - - -	- -
	NO RESPONSE													0
	DEFINITELY NOT	% UNFAVORABLE											24	3
	NOT													21
	UNDECIDED													9
	YES													45
	DEFINITELY YES	% FAVORABLE											66	21

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	INSTRUCTOR ACCESSIBILITY SUMMARY PAGE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - -	- - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	DURING THIS TERM MY INSTRUCTORS HAVE:												
1	BEEN AVAIL. OUTSIDE CLASS AT GOOD TIMES												57
2	BEEN EASY TO TALK TO												72
3	HAD TROUBLE UNDERSTANDING STUDNT PROBS.												94
	DURING THIS TERM I HAVE:												
26	FELT FACULTY/STAFF DID NOT UNDERSTAND												73
53	FELT LACK OF SENSITIVITY OF FAC/STAFF												97
	IN GENERAL:												
106	IT IS HARD TO GET CONCERNS KNOWN HERE												21
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												44
	AVERAGE % MODERATE RESPONSE												30
	AVERAGE % TOTAL FAVORABLE RESPONSE												69

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

CES COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	INSTRUCTOR ACCESSIBILITY	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
1	DURING THIS TERM MY INSTRUCTORS HAVE BEEN AVAILABLE OUTSIDE CLASS AT TIMES CONVENIENT TO ME	- - - -		ALL FIGURES BELOW ARE PERCENTAGES								- - - -	- -
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											42	3
	SOMETIMES												39
	OFTEN												42
	ALMOST ALWAYS % FAVORABLE											57	15
2	DURING THIS TERM MY INSTRUCTORS HAVE BEEN EASY TO TALK TO												
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											27	3
	SOMETIMES												24
	OFTEN												24
	ALMOST ALWAYS % FAVORABLE											72	48
3	DURING THIS TERM MY INSTRUCTORS HAVE HAD TROUBLE UNDERSTANDING THE PROBLEMS OF STUDENTS												
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											94	42
	SOMETIMES												52
	OFTEN												3
	ALMOST ALWAYS % UNFAVORABLE											6	3
36	DURING THIS TERM I HAVE FELT THAT A FACULTY OR STAFF MEMBER DID NOT UNDERSTAND WHAT I WAS SAYING												
	NO RESPONSE												0
	NO % FAVORABLE											73	73
	YES, ONCE												21
	YES, TWICE OR MORE % UNFAVORABLE											27	6

ITEM NO. 29852

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
Princeton, New Jersey (08541)

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO. 710 COLLEGE CODE 0405 DATE REPORT DATE: JAN 1994 ADMIN. DATE: DEC 1993 PAGE NO. 34

ITEM NUMBER	INSTRUCTOR ACCESSIBILITY	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
53	DURING THIS TERM I HAVE FELT BITTER OR ANGRY ABOUT THE LACK OF SENSITIVITY OF A MEMBER OF THE COLLEGE FACULTY OR STAFF	- - - - -		ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - - -	
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											97	79
	SOMETIMES												18
	OFTEN												3
	ALMOST ALWAYS % UNFAVORABLE											3	0
106	IN GENERAL I FEEL IT IS VERY HARD FOR STUDENTS HERE TO GET THEIR CONCERNS KNOWN AND ACTED ON												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											21	6
	NO												15
	UNDECIDED												58
	YES												21
	DEFINITELY YES % UNFAVORABLE											21	0

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
[redacted]
Princeton, New Jersey 08541

COLLEGE NAME: [redacted] UNIVERSITY
ETS BATCH NO: 210 COLLEGE CODE: 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 35

ITEM NUMBER	INVOLVEMENT WITH FACULTY SUMMARY PAGE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - - - -		ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - - -	
	DURING THIS TERM I HAVE:												
19	TALKED TO PROF OUTSIDE CLASS RE COURSE												69
21	GOT COURSE HELP FROM PROF OUTSIDE CLASS												27
25	GONE ALL AROUND TRYING TO GET INFORMATN												61
29	TALKED TO PROF ABOUT NON-CLASS THINGS												63
34	GONE TO A MEETING OF A COLLEGE ACTIVITY												30
36	FELT FACULTY/STAFF DID NOT UNDERSTAND												73
37	GOT HELP FROM FAC/STAFF FOR A PROBLEM												39
53	FELT LACK OF SENSITIVITY OF FAC/STAFF												97
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												39
	AVERAGE % MODERATE RESPONSE												25
	AVERAGE % TOTAL FAVORABLE RESPONSE												57

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: FRANKLIN UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	INVOLVEMENT WITH FACULTY	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
19	DURING THIS TERM I HAVE TALKED ABOUT COURSE WORK FOR AT LEAST 15 MINUTES WITH AN INSTRUCTOR OUTSIDE OF CLASS TIME	- - - - -		ALL FIGURES BELOW ARE PERCENTAGES								- - - - -	
	NO RESPONSE												0
	NO % UNFAVORABLE											30	30
	YES, ONCE												39
	YES, TWICE OR MORE % FAVORABLE											69	30
21	DURING THIS TERM I HAVE GOT HELP ON COURSE WORK FROM FACULTY OUTSIDE CLASS												
	NO RESPONSE												0
	NO % UNFAVORABLE											73	73
	YES, ONCE												15
	YES, TWICE OR MORE % FAVORABLE											27	12
25	DURING THIS TERM I HAVE GONE FROM ONE OFFICE OR PERSON TO ANOTHER TRYING TO GET INFORMATION												
	NO RESPONSE												0
	NO % FAVORABLE											61	61
	YES, ONCE												27
	YES, TWICE OR MORE % UNFAVORABLE											39	12
29	DURING THIS TERM I HAVE TALKED WITH AN INSTRUCTOR ABOUT THINGS NOT CONNECTED WITH CLASS												
	NO RESPONSE												0
	NO % UNFAVORABLE											36	36
	YES, ONCE												33
	YES, TWICE OR MORE % FAVORABLE											63	30

ITEM NO. 29 R&S

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
[redacted]
Princeton, New Jersey 08541

COLLEGE NAME BRAND W UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	INVOLVEMENT WITH FACULTY	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
34	DURING THIS TERM I HAVE GONE TO A MEETING OF A COLLEGE ORGANIZATION OR TO AN ORGANIZED SOCIAL ACTIVITY AT THE COLLEGE	- - - -		ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - -	- -
	NO RESPONSE												0
	NO % UNFAVORABLE											70	70
	YES, ONCE												12
	YES, TWICE OR MORE % FAVORABLE											30	18
36	DURING THIS TERM I HAVE FELT THAT A FACULTY OR STAFF MEMBER DID NOT UNDERSTAND WHAT I WAS SAYING												
	NO RESPONSE												0
	NO % FAVORABLE											73	73
	YES, ONCE												21
	YES, TWICE OR MORE % UNFAVORABLE											27	6
37	DURING THIS TERM I HAVE GOT HELP FROM A FACULTY OR STAFF MEMBER WITH A PROBLEM I WAS HAVING IN COLLEGE												
	NO RESPONSE												0
	NO % UNFAVORABLE											61	61
	YES, ONCE												30
	YES, TWICE OR MORE % FAVORABLE											39	9
53	DURING THIS TERM I HAVE FELT BITTER OR ANGRY ABOUT THE LACK OF SENSITIVITY OF A MEMBER OF THE COLLEGE FACULTY OR STAFF												
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											97	79
	SOMETIMES												18
	OFTEN												3
	ALMOST ALWAYS % UNFAVORABLE											3	0

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME GRANDIN UNIVERSITY
ETS BATCH NO. 710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 38

ITEM NUMBER	COUNSELING AND ADVISING SUMMARY PAGE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - - - -		ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - -	
	DURING THIS TERM I HAVE:												
26	TALKED WITH A COUNSELOR ABOUT MY PLANS												45
30	LOOKED THROUGH LITERATURE ABOUT JOBS												30
31	TAKEN TESTS TO DECIDE ON COURSES												24
32	TRIED UNSUCCESSFULLY TO MEET FAC ADVISR												94
36	TRIED UNSUCCESSFULLY TO MEET COUNSELOR												94
	IN GENERAL:												
72	MY COURSES ARE TIED TO FUTURE JOB PLANS												82
74	I KNOW WHAT I WANT TO DO WHEN I FINISH												72
129	I NEED MORE INFO. ABOUT JOB SITUATION												73
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												36
	AVERAGE % MODERATE RESPONSE												38
	AVERAGE % TOTAL FAVORABLE RESPONSE												64

ITEM NO. 39 1825

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE MISC
UNIVERSITY PROGRAMS
[redacted]
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	COUNSELING AND ADVISING	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
26	DURING THIS TERM I HAVE TALKED WITH A COUNSELOR ABOUT MY FUTURE PLANS	- - -	- - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	NO % UNFAVORABLE											55	55
	YES, ONCE												30
	YES, TWICE OR MORE % FAVORABLE											45	15
30	DURING THIS TERM I HAVE LOOKED THROUGH OCCUPATIONAL INFORMATION TO LEARN ABOUT JOB POSSIBILITIES FOR WHEN I FINISH COLLEGE												
	NO RESPONSE												3
	NO											67	67
	YES, ONCE												12
	YES, TWICE OR MORE											30	18
31	DURING THIS TERM I HAVE TAKEN TESTS TO DECIDE WHAT KIND OF COURSES TO TAKE												
	NO RESPONSE												0
	NO											76	76
	YES, ONCE												18
	YES, TWICE OR MORE											24	6
32	DURING THIS TERM I HAVE UNSUCCESSFULLY TRIED TO MEET WITH MY FACULTY ADVISER												
	NO RESPONSE												0
	NO % FAVORABLE											94	94
	YES, ONCE												6
	YES, TWICE OR MORE % UNFAVORABLE											6	0
33	DURING THIS TERM I HAVE UNSUCCESSFULLY TRIED TO MEET WITH A COUNSELOR												
	NO RESPONSE												0
	NO % FAVORABLE											94	94
	YES, ONCE												6
	YES, TWICE OR MORE % UNFAVORABLE											6	0

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	COUNSELING AND ADVISING	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
72	IN GENERAL I FEEL MY COURSES ARE PRETTY CLOSELY TIED TO MY FUTURE JOB PLANS	- - - -		ALL FIGURES BELOW ARE PERCENTAGES								- - -	- -
	NO RESPONSE												0
	DEFINITELY NOT											15	0
	NO												15
	UNDECIDED												3
	YES												67
	DEFINITELY YES											82	15
74	IN GENERAL I FEEL I KNOW WHAT I WANT TO DO WHEN I FINISH HERE												
	NO RESPONSE												0
	DEFINITELY NOT											9	3
	NO												6
	UNDECIDED												18
	YES												42
	DEFINITELY YES											72	30
129	I NEED MORE INFORMATION ABOUT WHAT THE JOB SITUATION WILL BE LIKE WHEN I LEAVE HERE												
	NO RESPONSE												0
	DEFINITELY NOT											19	6
	NO												12
	UNDECIDED												9
	YES												61
	DEFINITELY YES											73	12

ITEM NO. 00705

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDIN UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 41

ITEM NUMBER	PLANNING SUMMARY PAGE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - -	- - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	IN GENERAL:												
72	MY COURSES ARE TIED TO FUTURE JOB PLANS												92
74	I KNOW WHAT I WANT TO DO WHEN I FINISH												72
75	SOME OF MY COURSES WON'T/DIDN'T COUNT												94
76	MY JOB PLANS HAVE CHANGED WHILE HERE												50
78	THE COLLEGE GIVES ME WHAT I WANT												48
83	I PREFER A FIELD WITH DEF. JOB POSSIB												27
94	IM NOT SURE WHAT IM GETTING FROM COLLGE												66
95	ID CHANGE MY FIELD IF NO DELAY IN FINSH												67
103	MAYBE WHAT I'M TAKING ISN'T WHAT I WANT												79
108	I HAVE HAD TROUBLE DECIDING ON COURSES												88
129	I NEED MORE INFO. ABOUT JOB SITUATION												73
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												19
	AVERAGE % MODERATE RESPONSE												50
	AVERAGE % TOTAL FAVORABLE RESPONSE												69

ITEM NO. 71828

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME GRAND VALLEY STATE COLLEGES
ETS BATCH NO. 3710 COLLEGE CODE: 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	PLANNING	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
72	IN GENERAL I FEEL MY COURSES ARE PRETTY CLOSELY TIED TO MY FUTURE JOB PLANS	- - -	- - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	DEFINITELY NOT											15	0
	NO												15
	UNDECIDED												3
	YES												67
	DEFINITELY YES											82	15
74	IN GENERAL I FEEL I KNOW WHAT I WANT TO DO WHEN I FINISH HERE												
	NO RESPONSE												0
	DEFINITELY NOT											9	3
	NO												6
	UNDECIDED												18
	YES												42
	DEFINITELY YES											72	30
75	IN GENERAL I FEEL I HAVE LOST TIME TOWARD MY DEGREE BECAUSE SOME COURSES WILL NOT OR DID NOT COUNT IN TRANSFERRING												
	NO RESPONSE												0
	DEFINITELY NOT . % FAVORABLE											94	55
	NO												39
	UNDECIDED												3
	YES .												3
	DEFINITELY YES % UNFAVORABLE											3	0
76	IN GENERAL I FEEL MY OCCUPATIONAL PLANS HAVE CHANGED SINCE I STARTED HERE												
	NO RESPONSE												0
	DEFINITELY NOT											60	24
	NO												36
	UNDECIDED												12
	YES												15
	DEFINITELY YES											27	12

ITEM NO. 2070/3

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	PLANNING	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
72	IN GENERAL I FEEL THE COLLEGE GIVES ME PRETTY MUCH WHAT I WANT	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											33	3
	NO												30
	UNDECIDED												18
	YES												48
	DEFINITELY YES % FAVORABLE											48	0
83	IN GENERAL I FEEL I WOULD PREFER A FIELD OF STUDY WITH MORE DEFINITE JOB POSSIBILITIES THAN MY PRESENT FIELD												
	NO RESPONSE												0
	DEFINITELY NOT											33	0
	NO												33
	UNDECIDED												39
	YES												21
	DEFINITELY YES											27	6
94	IN GENERAL I FEEL I AM UNCERTAIN ABOUT WHAT I AM GETTING FROM COLLEGE												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											66	18
	NO												48
	UNDECIDED												6
	YES												21
	DEFINITELY YES % UNFAVORABLE											27	6

ITEM NO. 307826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
[illegible]
[illegible] Jersey 08541

COLLEGE NAME: BRANDEIN UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 19[illegible]

ITEM NUMBER	PLANNING	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
95	IN GENERAL I FEEL I WOULD CHANGE MY FIELD OF STUDY IF I WOULD NOT BE DELAYED FINISHING COLLEGE	- - - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - -	- -
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											67	15
	NO												52
	UNDECIDED												21
	YES												12
	DEFINITELY YES % UNFAVORABLE											12	0
104	IN GENERAL I FEEL I HAVE BEGUN TO THINK THE PROGRAM OF COURSES I AM TAKING IS NOT REALLY WHAT I WANT												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											79	15
	NO												64
	UNDECIDED												6
	YES												12
	DEFINITELY YES % UNFAVORABLE											15	3
105	IN GENERAL I FEEL I HAVE HAD TROUBLE DECIDING WHAT COURSES TO TAKE												
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											88	18
	SOMETIMES												70
	OFTEN												12
	ALMOST ALWAYS % UNFAVORABLE											12	0

ITEM NO. 26782

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME ABANDON UNIVERSITY
ETS BATCH NO. 0710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	PLANNING	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
129	I NEED MORE INFORMATION ABOUT WHAT THE JOB SITUATION WILL BE LIKE WHEN I LEAVE HERE	- - - -		ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - -	
	NO RESPONSE												0
	DEFINITELY NOT											18	6
	NO												12
	UNDECIDED												9
	YES												61
	DEFINITELY YES											73	12

ITEM NO. 89826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	PROGRAMMING SUMMARY PAGE	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	DURING THIS TERM I HAVE:												
32	TRIED UNSUCCESSFULLY TO MEET FAC ADVISR												94
33	BEEN GIVEN WRONG INFO BY A STAFF MEMBER												85
38	TRIED UNSUCCESSFULLY TO MEET COUNSELOR												94
113	DROPPED A COURSE THAT WASNT WHAT I WANT												76
114	BEEN KEPT FROM A COURSE BECAUSE OF REQ.												94
115	HAD TO TAKE COURSE BELOW WHAT I WANTED												97
119	TAKEN A REQ. COURSE THAT WAS A WASTE												85
	IN GENERAL:												
75	SOME OF MY COURSES WON'T/DIDN'T COUNT												94
77	I KNOW ENOUGH ABOUT 4YR/GRAD REQUIRMTS												9
98	I GOT THE COURSES I WANTED												57
100	REQ. COURSES IN MAJOR KEPT ME FROM OTHR												61
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												63
	AVERAGE % MODERATE RESPONSE												37
	AVERAGE % TOTAL FAVORABLE RESPONSE												77
	PREFERENCE ITEMS % RESPONDING FAVORABLY												
	THE COLLEGE SHOULD:												
14	LET STUDENTS TAKE ANY COURSE REGARDLESS												36
14	LET STUDNT DROP COURSES WITHOUT FAILING												42
	SUMMARY - PREFERENCE ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												9
	AVERAGE % MODERATE RESPONSE												30
	AVERAGE % TOTAL FAVORABLE RESPONSE												39

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME FRANKLIN UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	PROGRAMMING	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
32	DURING THIS TERM I HAVE UNSUCCESSFULLY TRIED TO MEET WITH MY FACULTY ADVISER	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	NO % FAVORABLE											94	94
	YES, ONCE												6
	YES, TWICE OR MORE % UNFAVORABLE											6	0
33	DURING THIS TERM I HAVE BEEN GIVEN WRONG OR INCOMPLETE INFORMATION ABOUT PROGRAMS OR COURSES BY A COLLEGE STAFF MEMBER												
	NO RESPONSE												0
	NO % FAVORABLE											85	85
	YES, ONCE												15
	YES, TWICE OR MORE % UNFAVORABLE											15	0
36	DURING THIS TERM I HAVE UNSUCCESSFULLY TRIED TO MEET WITH A COUNSELOR												
	NO RESPONSE												0
	NO % FAVORABLE											94	94
	YES, ONCE												6
	YES, TWICE OR MORE % UNFAVORABLE											6	0
113	DURING THIS TERM I HAVE DROPPED A COURSE BECAUSE IT WAS NOT WHAT I WANTED												
	NO RESPONSE												0
	NO % FAVORABLE											76	76
	YES, ONE COURSE												18
	YES, TWO OR MORE COURSES % UNFAVORABLE											24	6

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	PROGRAMMING	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
114	DURING THIS TERM I HAVE BEEN KEPT OUT OF A COURSE I WANTED BECAUSE I DID NOT MEET THE REQUIREMENTS	- - - -		ALL FIGURES BELOW ARE PERCENTAGES								- - - -	- -
	NO RESPONSE												0
	NO % FAVORABLE											94	94
	YES, ONE COURSE												6
	YES, TWO OR MORE COURSES % UNFAVORABLE											6	0
115	DURING THIS TERM I HAVE HAD TO TAKE A COURSE BELOW THE LEVEL OF ONE I WANTED AND COULD HAVE HANDLED												
	NO RESPONSE												0
	NO % FAVORABLE											97	97
	YES, ONE COURSE												3
	YES, TWO OR MORE COURSES % UNFAVORABLE											3	0
119	DURING THIS TERM I HAVE TAKEN A REQUIRED COURSE THAT HAS BEEN A WASTE OF TIME												
	NO RESPONSE												0
	NO % FAVORABLE											85	85
	YES, ONE COURSE												15
	YES, TWO OR MORE COURSES % UNFAVORABLE											15	0
75	IN GENERAL I FEEL I HAVE LOST TIME TOWARD MY DEGREE BECAUSE SOME COURSES WILL NOT OR DID NOT COUNT IN TRANSFERRING												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											94	55
	NO												39
	UNDECIDED												3
	YES												3
	DEFINITELY YES % UNFAVORABLE											3	0

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 49

ITEM NUMBER	PROGRAMMING	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
77	IN GENERAL I FEEL I KNOW AS MUCH AS I NEED TO KNOW ABOUT FOUR-YEAR COLLEGES OR GRAD. SCHOOLS AND THEIR REQUIREMENTS	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											73	21
	NO												52
	UNDECIDED												18
	YES												6
	DEFINITELY YES % FAVORABLE											9	3
96	IN GENERAL I FEEL I GOT THE COURSES I WANTED												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											30	6
	NO												24
	UNDECIDED												12
	YES												48
	DEFINITELY YES % FAVORABLE											57	9
100	IN GENERAL I FEEL REQUIRED COURSES IN MY MAJOR FIELD KEPT ME FROM TAKING OTHER COURSES I WOULD HAVE LIKED												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											61	6
	NO												55
	UNDECIDED												21
	YES												15
	DEFINITELY YES % UNFAVORABLE											18	3

ITEM NO 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 50

ITEM NUMBER	PROGRAMMING	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
141	THE COLLEGE SHOULD LET STUDENTS ENROLL IN CLASSES THEY FEEL THEY CAN HANDLE, REGARDLESS OF TEST SCORES OR PREREQUISITES	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											33	0
	NO												33
	UNDECIDED												30
	YES												30
	DEFINITELY YES % FAVORABLE											36	6
147	THE COLLEGE SHOULD LET STUDENTS DROP A COURSE AT ANY TIME WITHOUT BEING GIVEN A FAILING GRADE												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											33	6
	NO												27
	UNDECIDED												24
	YES												30
	DEFINITELY YES % FAVORABLE											42	12

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDEIN UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 51

ITEM NUMBER	REGISTRATION AND SCHEDULING SUMMARY PAGE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	DURING THIS TERM I HAVE BEEN:												
28	INCONVENIENCED BY AN ADMINIST. ERROR												76
41	BEEN KEPT FROM SOMETHING BY UNNECES REG												85
116	TRAPPED BY RIGID DROP/ADD REQUIREMENTS												94
117	KEPT FROM REQ COURSE BY SCHEDULE PROBS.												76
118	MISSED A NEEDED COURSE THAT WASNT AVAIL												76
	IN GENERAL:												
97	REGISTRATION PROCEDURES WERE A BURDEN												57
99	STRUGGLE TO GET STARTED LASTED TOO LONG												48
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												60
	AVERAGE % MODERATE RESPONSE												45
	AVERAGE % TOTAL FAVORABLE RESPONSE												73
	PREFERENCE ITEMS % RESPONDING FAVORABLY												
	THE COLLEGE SHOULD:												
135	REDUCE FORM FILLING BY COMPUTERIZING												45
142	ADD DAYS AT START TO WORK OUT PROGRAMS												45
143	LET STUDENTS TAKE CLASSES EVEN IF HUGE												9
150	RETAIN THE PRESENT ACADEMIC CALENDAR												54
	SUMMARY - PREFERENCE ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												5
	AVERAGE % MODERATE RESPONSE												33
	AVERAGE % TOTAL FAVORABLE RESPONSE												38

ITEM NO. 297826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	REGISTRATION AND SCHEDULING	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
28	DURING THIS TERM I HAVE BEEN INCONVENIENCED BY AN ADMINISTRATIVE ERROR	- - -	- - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	NO % FAVORABLE											76	76
	YES, ONCE												15
	YES, TWICE OR MORE % UNFAVORABLE											24	9
41	DURING THIS TERM I HAVE BEEN KEPT FROM SOMETHING I WANTED TO DO BECAUSE OF WHAT SEEMED TO BE AN UNNECESSARY REGULATION												
	NO RESPONSE												0
	NO % FAVORABLE											85	85
	YES, ONCE												9
	YES, TWICE OR MORE % UNFAVORABLE											15	6
116	DURING THIS TERM I HAVE BEEN TRAPPED BY RIGID DROP AND ADD REQUIREMENTS IN A COURSE I FOUND I DID NOT NEED OR WANT												
	NO RESPONSE												0
	NO % FAVORABLE											94	94
	YES, ONE COURSE												6
	YES, TWO OR MORE COURSES % UNFAVORABLE											6	0
117	DURING THIS TERM I HAVE BEEN PREVENTED BY SCHEDULING PROBLEMS FROM TAKING A COURSE REQUIRED IN MY FIELD												
	NO RESPONSE												0
	NO % FAVORABLE											76	76
	YES, ONE COURSE												18
	YES, TWO OR MORE COURSES % UNFAVORABLE											24	6

ITEM NO. 392826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 6710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	REGISTRATION AND SCHEDULING	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
138	DURING THIS TERM I HAVE MISSED A COURSE I NEEDED BECAUSE IT WAS NOT AVAILABLE	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	NO % FAVORABLE											76	76
	YES, ONE COURSE												15
	YES, TWO OR MORE COURSES % UNFAVORABLE											24	9
97	IN GENERAL I FEEL REGISTRATION PROCEDURE IS A REAL BURDEN												
	NO RESPONSE												3
	DEFINITELY NOT % FAVORABLE											57	12
	NO												45
	UNDECIDED												15
	YES												21
	DEFINITELY YES % UNFAVORABLE											24	3
99	IN GENERAL I FEEL THE STRUGGLE OF GETTING STARTED LASTED TOO LONG INTO THE TERM												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											48	3
	NO												45
	UNDECIDED												3
	YES												36
	DEFINITELY YES % UNFAVORABLE											48	12
135	THE COLLEGE SHOULD CUT DOWN THE TIME STUDENTS SPEND FILLING OUT FORMS BY COMPUTERIZING THE ROUTINE ADMINISTRATIVE WORK												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											18	0
	NO												18
	UNDECIDED												36
	YES												33
	DEFINITELY YES % FAVORABLE											45	12

ITEM NO 392826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
ETS Library and Information Services Program
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: C710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	REGISTRATION AND SCHEDULING	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
142	THE COLLEGE SHOULD ADD SEVERAL DAYS AT THE BEGINNING OF THE TERM TO ALLOW STUDENTS MORE TIME TO WORK OUT THEIR PROGRAMS	- - - -		ALL FIGURES BELOW ARE PERCENTAGES								- - - -	
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											18	3
	NO												15
	UNDECIDED												36
	YES												42
	DEFINITELY YES % FAVORABLE											45	3
143	THE COLLEGE SHOULD LET AS MANY STUDENTS AS WANT TO TAKE ANY CLASS WITH ANY INSTRUCTOR EVEN IF SOME CLASSES BECOME HUGE												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											79	15
	NO												64
	UNDECIDED												12
	YES												9
	DEFINITELY YES % FAVORABLE											9	0
150	THE COLLEGE SHOULD RETAIN THE PRESENT ACADEMIC CALENDAR												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											3	3
	NO												0
	UNDECIDED												42
	YES												48
	DEFINITELY YES % FAVORABLE											54	6

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 55

ITEM NUMBER	LIBRARY/BOOKSTORE SUMMARY PAGE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	DURING THIS TERM I HAVE BEEN:												
23	UNABLE TO USE LIBRARY WHEN NEEDED-CLOSD												76
	IN GENERAL I HAVE BEEN:												
104	WELL SATISFIED WITH LIBRARY SERVICES												70
105	WELL SATISFIED WITH BOOKSTORE SERVICES												58
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												28
	AVERAGE % MODERATE RESPONSE												60
	AVERAGE % TOTAL FAVORABLE RESPONSE												88
	PREFERENCE ITEMS % RESPONDING FAVORABLY												
	THE COLLEGE SHOULD:												
133	LIMIT MORE BOOKS TO ONE-DAY CIRCULATION												30
134	STOCK MORE TEXTS IN LIBRARY FOR RENTAL												70
	SUMMARY - PREFERENCE ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												12
	AVERAGE % MODERATE RESPONSE												38
	AVERAGE % TOTAL FAVORABLE RESPONSE												50

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: FRANKLIN UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 56

ITEM NUMBER	LIBRARY/BOOKSTORE	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
23	DURING THIS TERM I HAVE BEEN UNABLE TO USE THE LIBRARY WHEN I NEEDED TO BECAUSE IT WAS NOT OPEN	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	NO % FAVORABLE											76	76
	YES, ONCE												12
	YES, TWICE OR MORE % UNFAVORABLE											24	12
104	IN GENERAL I FEEL I HAVE BEEN WELL SATISFIED WITH THE SERVICES OF THE COLLEGE LIBRARY												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											12	0
	NO												12
	UNDECIDED												18
	YES												64
	DEFINITELY YES % FAVORABLE											70	6
105	IN GENERAL I FEEL I HAVE BEEN WELL SATISFIED WITH THE SERVICES OF THE COLLEGE BOOKSTORE												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											21	6
	NO												15
	UNDECIDED												21
	YES												55
	DEFINITELY YES % FAVORABLE											58	3

ITEM NO. 302826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 57

ITEM NUMBER	LIBRARY/BOOKSTORE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
133	THE COLLEGE SHOULD LIMIT MORE LIBRARY BOOKS TO ONE-DAY CIRCULATION SO THEY WOULD BE AVAILABLE TO MORE STUDENTS	- - -	- - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- - -
	NO RESPONSE												0
	DEFINITELY NOT		% UNFAVORABLE									36	15
	NO												21
	UNDECIDED												33
	YES												21
	DEFINITELY YES		% FAVORABLE									30	9
134	THE COLLEGE SHOULD STOCK MORE COPIES OF TEXTS AND OTHER REQUIRED BOOKS IN THE LIBRARY FOR RENTAL BY THE DAY OR WEEK												
	NO RESPONSE												0
	DEFINITELY NOT		% UNFAVORABLE									9	0
	NO												9
	UNDECIDED												21
	YES												55
	DEFINITELY YES		% FAVORABLE									70	15

ITEM NO. 397825

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 58

ITEM NUMBER	RULES AND REGULATIONS SUMMARY PAGE	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	IN GENERAL:												
P0	STUDENT PUBL ARE TOO CONTROLLED BY ADMN												30
84	RULES MADE WITHOUT STUDENT CONSULTATION												36
85	STUDNTS HAVE ROLE IN USE OF STUDNT FEES												27
109	STUDENTS HERE ARE TREATED AS ADULTS												81
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												13
	AVERAGE % MODERATE RESPONSE												31
	AVERAGE % TOTAL FAVORABLE RESPONSE												44
	PREFERENCE ITEMS % RESPONDING YES												
	THE COLLEGE SHOULD:												
144	ENFORCE CAMPUS REGULATIONS MORE FIRMLY												3
145	LET STUDNT GROUPS ORG.W/OUT PERMISSION												27
146	NOT LET EXTREMIST NONSTUDENTS SPEAK												9
148	DISCIPLINE ILLEGAL OFF-CAMPUS ACTIONS												0
	SUMMARY - PREFERENCE ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												4
	AVERAGE % MODERATE RESPONSE												6
	AVERAGE % TOTAL FAVORABLE RESPONSE												10

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

UNIVERSITY PROGRAMS
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE: REPORT DATE: JAN 1994 ADMIN. DATE: DEC 1983

ITEM NUMBER	RULES AND REGULATIONS	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
80	IN GENERAL I FEEL STUDENT PUBLICATIONS ARE TOO TIGHTLY CONTROLLED BY THE ADMINISTRATION	- - - - -		ALL FIGURES BELOW ARE PERCENTAGES								- - -	- -
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											30	0
	NO												30
	UNDECIDED												67
	YES												3
	DEFINITELY YES % UNFAVORABLE											3	0
84	IN GENERAL I FEEL RULES AND REGULATIONS THAT AFFECT ME ARE MADE BY THE ADMINISTRATION WITHOUT ENOUGH CONSULTATION WITH STUDENTS												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											36	0
	NO												36
	UNDECIDED												39
	YES												15
	DEFINITELY YES % UNFAVORABLE											24	9
85	IN GENERAL I FEEL STUDENTS HERE HAVE A REASONABLE ROLE IN DECIDING WHAT SERVICES ARE PAID FOR FROM STUDENT FEES												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											21	3
	NO												18
	UNDECIDED												52
	YES												24
	DEFINITELY YES % FAVORABLE											27	3

ITEM NO. 292826

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1993 PAGE NO. 60

ITEM NUMBER	RULES AND REGULATIONS	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
109	IN GENERAL I FEEL STUDENTS HERE ARE GIVEN THE RESPECT AND RESPONSIBILITY OF ADULTS	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											18	0
	SOMETIMES												18
	OFTEN												33
	ALMOST ALWAYS % FAVORABLE											81	48
144	THE COLLEGE SHOULD ENFORCE CAMPUS REGULATIONS MORE FIRMLY												
	NO RESPONSE												0
	DEFINITELY NOT											36	6
	NO												30
	UNDECIDED												61
	YES												3
	DEFINITELY YES											3	0
145	THE COLLEGE SHOULD LET STUDENT GROUPS ORGANIZE AND MEET ON CAMPUS WITHOUT HAVING TO GET PERMISSION FROM THE ADMINISTRATION												
	NO RESPONSE												0
	DEFINITELY NOT											30	3
	NO												27
	UNDECIDED												42
	YES												21
	DEFINITELY YES											27	6

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO. 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	RULES AND REGULATIONS	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
146	THE COLLEGE SHOULD DENY PERMISSION TO SPEAK ON CAMPUS TO NONSTUDENTS WITH EXTREME POLITICAL OR SOCIAL VIEWS	- - - -		ALL FIGURES BELOW ARE PERCENTAGES								- - - -	
	NO RESPONSE												0
	DEFINITELY NOT											57	21
	NO												36
	UNDECIDED												33
	YES												0
	DEFINITELY YES											9	9
148	THE COLLEGE SHOULD TAKE DISCIPLINARY ACTION AGAINST STUDENTS FOR ILLEGAL OFF-CAMPUS ACTIONS												
	NO RESPONSE												0
	DEFINITELY NOT											70	1?
	NO												52
	UNDECIDED												30
	YES												0
	DEFINITELY YES											0	0

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXX XXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	ADMINISTRATIVE PROCEDURES SUMMARY PAGE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	DURING THIS TERM I HAVE:												
24	HAD TO ENDURE LONG SENSELESS ADMIN PROC												82
25	GONE ALL AROUND TRYING TO GET INFORMATN												61
28	INCONVENIENCED BY AN ADMINIST. ERROR												76
33	BEEN GIVEN WRONG INFO BY A STAFF MEMBER												85
41	BEEN KEPT FROM SOMETHING BY UNNECES REG												85
42	BEEN ANGERED BY SOMETHING ADMINIS. DID												76
	IN GENERAL:												
81	REGS. PRETTY RELAXED HERE; NO HASSLE												57
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												68
	AVERAGE % MODERATE RESPONSE												49
	AVERAGE % TOTAL FAVORABLE RESPONSE												75

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

UNIVERSITY PROGRAMS
Princeton, New Jersey 08541

COLLEGE NAME SRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 63

ITEM NUMBER	ADMINISTRATIVE PROCEDURES	SUBGROUP 1 N	SUBGROUP 2 N	SUBGROUP 3 N	SUBGROUP 4 N	SUBGROUP 5 N	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0	0	0	0	0	0	0
	NUMBER NOT RESPONDING TO SUBGROUPS						33	100
	TOTAL NUMBER RESPONDING						33	100
24	DURING THIS TERM I HAVE GONE THROUGH A LONG ADMINISTRATIVE PROCESS THAT SEEMED SENSELESS TO ME	- - - - -	ALL FIGURES BELOW ARE PERCENTAGES				- - - - -	
	NO RESPONSE							0
	NO % FAVORABLE						82	82
	YES, ONCE							9
	YES, TWICE OR MORE % UNFAVORABLE						18	9
25	DURING THIS TERM I HAVE GONE FROM ONE OFFICE OR PERSON TO ANOTHER TRYING TO GET INFORMATION							
	NO RESPONSE							0
	NO % FAVORABLE						61	61
	YES, ONCE							27
	YES, TWICE OR MORE % UNFAVORABLE						39	12
28	DURING THIS TERM I HAVE BEEN INCONVENIENCED BY AN ADMINISTRATIVE ERROR							
	NO RESPONSE							0
	NO % FAVORABLE						76	76
	YES, ONCE							15
	YES, TWICE OR MORE % UNFAVORABLE						24	9
33	DURING THIS TERM I HAVE BEEN GIVEN WRONG OR INCOMPLETE INFORMATION ABOUT PROGRAMS OR COURSES BY A COLLEGE STAFF MEMBER							
	NO RESPONSE							0
	NO % FAVORABLE						85	85
	YES, ONCE							15
	YES, TWICE OR MORE % UNFAVORABLE						15	0

ITEM NO. 382828

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	ADMINISTRATIVE PROCEDURES	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
41	DURING THIS TERM I HAVE BEEN KEPT FROM SOMETHING I WANTED TO DO BECAUSE OF WHAT SEEMED TO BE AN UNNECESSARY REGULATION	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	NO = FAVORABLE											85	85
	YES, ONCE												9
	YES, TWICE OR MORE % UNFAVORABLE											15	6
42	DURING THIS TERM I HAVE BEEN ANGERED BY SOMETHING THE COLLEGE ADMINISTRTION DID												
	NO RESPONSE												0
	NO % FAVORABLE											76	76
	YES, ONCE												21
	YES, TWICE OR MORE % UNFAVORABLE											24	3
81	IN GENERAL I FEEL THE RULES AND REGULATIONS ARE PRETTY RELAXED HERE; NOBODY FEELS HASSLED					1							
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											15	3
	NO												12
	UNDECIDED												27
	YES												48
	DEFINITELY YES % FAVORABLE											57	9

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 65

ITEM NUMBER	CAMPUS CLIMATE SUMMARY PAGE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	IN GENERAL:												
86	A HANDFUL OF STUDENTS RUN THINGS HERE												30
87	STUD. HERE ONLY CARE ABOUT GETTING THRU												36
88	CAMPUS HERE ONLY FOR CLASS,NOTHING ELSE												67
96	THIS COLLEGE IS FRIENDLY & COMFORTAPLE												79
107	ANYTHING I PUT DOWN MIGHT BE STOLEN												79
110	INFO ABOUT WHATS GOING ON EASY TO GET												66
112	I FEEL UNSAFE ON THE CAMPUS AFTER DARK												94
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												22
	AVERAGE % MODERATE RESPONSE												42
	AVERAGE % TOTAL FAVORABLE RESPONSE												64

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	CAMPUS CLIMATE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
86	IN GENERAL I FEEL A HANDFUL OF STUDENTS RUN THINGS HERE	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											30	0
	NO												30
	UNDECIDED												55
	YES												12
	DEFINITELY YES % UNFAVORABLE											15	3
87	IN GENERAL I FEEL STUDENTS HERE DO NOT CARE ABOUT MUCH EXCEPT GETTING THROUGH WITH COLLEGE												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											36	6
	NO												30
	UNDECIDED												39
	YES												24
	DEFINITELY YES % UNFAVORABLE											24	0
88	IN GENERAL I FEEL THE CAMPUS IS A PLACE WHERE STUDENTS JUST GO TO CLASS; NOT MUCH ELSE HAPPENS HERE												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											67	15
	NO												52
	UNDECIDED												21
	YES												12
	DEFINITELY YES % UNFAVORABLE											12	0

ITEM NO. 307826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO. 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	CAMPUS CLIMATE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
96	IN GENERAL I FEEL THE COLLEGE HAS BEEN A FRIENDLY, COMFORTABLE PLACE TO BE	- - - -		ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - -	- -
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											6	0
	NO												6
	UNDECIDED												15
	YES												67
	DEFINITELY YES % FAVORABLE											79	12
107	IN GENERAL I FEEL THAT I CANNOT LAY DOWN A BOOK OR ANYTHING ELSE ON CAMPUS FOR FEAR IT WILL BE STOLEN												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											79	18
	NO												61
	UNDECIDED												6
	YES												15
	DEFINITELY YES % UNFAVORABLE											15	0
110	IN GENERAL I FEEL INFORMATION ABOUT WHAT IS GOING ON AT SCHOOL HAS BEEN EASY TO GET												
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											33	0
	SOMETIMES												33
	OFTEN												45
	ALMOST ALWAYS % FAVORABLE											66	21
112	IN GENERAL I FEEL UNSAFE ON THE CAMPUS AFTER DARK												
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											94	85
	SOMETIMES												9
	OFTEN												6
	ALMOST ALWAYS % UNFAVORABLE											6	0

ITEM NO 39826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	ORGANIZED STUDENT ACTIVITIES SUMMARY PAGE	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	DURING THIS TERM I HAVE:												
34	GONE TO A MEETING OF A COLLEGE ACTIVITY												30
	IN GENERAL:												
82	ORG. SOCIAL ACTIV. AT COLLEGE NOT NECES												6
101	IM HERE FOR CLASSES; DONT NEED EXT-CURR												30
111	STUDENT GOVT. EFFECTIVELY REPRESENTS ME												24
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												5
	AVERAGE % MODERATE RESPONSE												17
	AVERAGE % TOTAL FAVORABLE RESPONSE												23
	PREFERENCE ITEMS % RESPONDING FAVORABLY												
	HOW DO YOU FEEL ABOUT:												
68	CULTURAL EVENTS ON CAMPUS-ART THEATER												85
71	ACTIVITIES FOR MARRIED OR OLDER STUDENT												54
	THE COLLEGE SHOULD:												
136	END COMPULSORY STUDENT FEES FOR ACTIVTY												30
149	LEAVE CONTROL OF NONCLASS ACTIV TO STUD												69
	SUMMARY - PREFERENCE ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												19
	AVERAGE % MODERATE RESPONSE												41
	AVERAGE % TOTAL FAVORABLE RESPONSE												60

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	ORGANIZED STUDENT ACTIVITIES	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
34	DURING THIS TERM I HAVE GONE TO A MEETING OF A COLLEGE ORGANIZATION OR TO AN ORGANIZED SOCIAL ACTIVITY AT THE COLLEGE	- - - -		ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	NO % UNFAVORABLE											70	70
	YES, ONCE												12
	YES, TWICE OR MORE % FAVORABLE											30	18
82	IN GENERAL I FEEL ORGANIZED SOCIAL ACTIVITIES AT THE COLLEGE ARE NOT NECESSARY BECAUSE ENOUGH IS GOING ON IN THE SURROUNDING AREA												
	NO RESPONSE												0
	DEFINITELY NOT											70	12
	NO												58
	UNDECIDED												24
	YES												6
	DEFINITELY YES											6	0
101	IN GENERAL I FEEL I AM HERE FOR THE CLASSES; I DO NOT NEED THE NON-CURRICULAR ACTIVITIES												
	NO RESPONSE												0
	DEFINITELY NOT											42	0
	NO												42
	UNDECIDED												27
	YES												30
	DEFINITELY YES											30	0

ITEM NO 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDEIS UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	ORGANIZED STUDENT ACTIVITIES	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
111	IN GENERAL I FEEL THE STUDENT GOVERNMENT EFFECTIVELY REPRESENTS MY POINT OF VIEW	- - - -		ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - - -	- -
	NO RESPONSE												0
	ALMOST NEVER % UNFAVORABLE											76	3
	SOMETIMES												73
	OFTEN												21
	ALMOST ALWAYS % FAVORABLE											24	3
68	HOW I FEEL ABOUT: CULTURAL EVENTS ON CAMPUS-ART EXHIBITS, THEATER, CONCERTS, ETC												
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											0	0
	OPPOSE												0
	INDIFFERENT OR UNCERTAIN												15
	FAVOR												55
	I STRONGLY FAVOR % FAVORABLE											85	30
71	HOW I FEEL ABOUT: ACTIVITIES DESIGNED FOR MARRIED STUDENTS OR OLDER STUDENTS												
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											3	0
	OPPOSE												3
	INDIFFERENT OR UNCERTAIN												42
	FAVOR												39
	I STRONGLY FAVOR % FAVORABLE											54	15

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDEN UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1993

ITEM NUMBER	ORGANIZED STUDENT ACTIVITIES	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
136	THE COLLEGE SHOULD CUT OUT COMPULSORY STUDENT FEES, SUCH AS THOSE FOR STUDENT ACTIVITIES, INTERCOLLEGIATE ATHLETICS, THE STUDENT NEWSPAPER, ETC	- - -	- - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- - -
	NO RESPONSE												0
	DEFINITELY NOT		% UNFAVORABLE									39	3
	NO												36
	UNDECIDED												30
	YES												27
	DEFINITELY YES		% FAVORABLE									30	3
149	THE COLLEGE SHOULD LEAVE THE CONTROL TO THE STUDENTS FOR OUT-OF-CLASS ACTIVITIES												
	NO RESPONSE												0
	DEFINITELY NOT		% UNFAVORABLE									3	0
	NO												3
	UNDECIDED												27
	YES												42
	DEFINITELY YES		% FAVORABLE									69	27

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 72

ITEM NUMBER	HELP WITH LIVING PROBLEMS SUMMARY PAGE	SUBGROUP 1 N	SUBGROUP 2 N	SUBGROUP 3 N	SUBGROUP 4 N	SUBGROUP 5 N	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0	0	0	0	0	0	0
	NUMBER NOT RESPONDING TO SUBGROUPS						33	100
	TOTAL NUMBER RESPONDING						33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - - -	ALL FIGURES BELOW ARE PERCENTAGES				- - - -	
	DURING THIS TERM I HAVE:							
35	FACED A PROB. WITH NO HELP FROM COLLEGE							73
	IN GENERAL:							
85	STUDNTS HAVE ROLE IN USE OF STUDNT FEES							27
93	COLLEGE TRIES TO HIRE STUDENTS FOR JOBS							15
	SUMMARY - REPORT ITEMS							
	AVERAGE % MOST FAVORABLE RESPONSE							25
	AVERAGE % MODERATE RESPONSE							20
	AVERAGE % TOTAL FAVORABLE RESPONSE							38
	PREFERENCE ITEMS % RESPONDING FAVORABLY							
	HOW DO YOU FEEL ABOUT:							
67	STUDENT-RUN OFFICE FOR ADVICE ON PROBS.							85
130	I NEED A CHILD CARE CENTER ON/NEAR CAMP							24
131	I NEED A LOCKER ON CAMPUS-DONT HAVE NOW							12
	THE COLLEGE SHOULD:							
134	STOCK MORE TEXTS IN LIBRARY FOR RENTAL							70
137	USE MORE PART-TIME HELP SO HIRE STUDENT							67
	SUMMARY - PREFERENCE ITEMS							
	AVERAGE % MOST FAVORABLE RESPONSE							13
	AVERAGE % MODERATE RESPONSE							38
	AVERAGE % TOTAL FAVORABLE RESPONSE							52

ITEM NO 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	HELP WITH LIVING PROBLEMS	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
35	DURING THIS TERM I HAVE FACED A PROBLEM INVOLVING SOMETHING CONNECTED WITH GOING TO COLLEGE THAT THE COLLEGE SHOULD HAVE HELPED ME WITH BUT DID NOT	- - - -	- - - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- - -
	NO RESPONSE												0
	NO % FAVORABLE											73	73
	YES, ONCE												18
	YES, TWICE OR MORE % UNFAVORABLE											27	9
85	IN GENERAL I FEEL STUDENTS HERE HAVE A REASONABLE ROLE IN DECIDING WHAT SERVICES ARE PAID FOR FROM STUDENT FEES												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											21	3
	NO												16
	UNDECIDED												52
	YES												24
	DEFINITELY YES % FAVORABLE											27	3
93	IN GENERAL I FEEL THE COLLEGE DOES AS MUCH AS IT CAN TO HIRE STUDENTS OR THEIR SPOUSES IN ITS CLERICAL AND MAINTENANCE JOBS												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											18	6
	NO												12
	UNDECIDED												67
	YES												15
	DEFINITELY YES % FAVORABLE											15	0

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	HELP WITH LIVING PROBLEMS	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
67	HOW I FEEL ABOUT: A STUDENT-RUN OFFICE FOR ADVICE ON NONACADEMIC CONCERN OF STUDENTS	- - -	- - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- - -
	NO RESPONSE												0
	I STRONGLY OPPOSE % UNFAVORABLE											0	0
	OPPOSE												0
	INDIFFERENT OR UNCERTAIN												15
	FAVOR												52
	I STRONGLY FAVOR % FAVORABLE											85	33
130	I NEED A CHILD CARE CENTER ON OR NEAR THE CAMPUS												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											63	27
	NO												36
	UNDECIDED												12
	YES												18
	DEFINITELY YES % FAVORABLE											24	6
131	I NEED A LOCKER ON CAMPUS, WHICH I DO NOT HAVE NOW												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											70	15
	NO												55
	UNDECIDED												18
	YES												9
	DEFINITELY YES % FAVORABLE											12	3

ITEM NO. 387826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME: BRANDON UNIVERSITY
ETS BATCH NO: 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	HELP WITH LIVING PROBLEMS	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
134	THE COLLEGE SHOULD STOCK MORE COPIES OF TEXTS AND OTHER REQUIRED BOOKS IN THE LIBRARY FOR RENTAL BY THE DAY OR WEEK	- - -	- -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- -
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											9	0
	NO												9
	UNDECIDED												21
	YES												55
	DEFINITELY YES % FAVORABLE											70	15
137	THE COLLEGE SHOULD USE MORE PART-TIME EMPLOYEES SO STUDENTS COULD BE HIRED												
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											6	0
	NO												6
	UNDECIDED												27
	YES												58
	DEFINITELY YES % FAVORABLE											67	9

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 76

ITEM NUMBER	FINANCIAL AND RELATED PROBLEMS SUMMARY PAGE	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
	REPORT ITEMS % RESPONDING FAVORABLY	- - -	- - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- - -
	DURING THIS TERM I HAVE:												
22	HAD TO BUY A TEXTBOOK THAT WASNT NECESS												67
39	LOOKED FOR DIDNT FIND,PART TIME WORK												92
40	THOUGHT ABOUT DROPPING OUT;MONEY PROBS.												73
54	HAD PROBLEMS GETTING TO AND FROM CAMPUS												94
	IN GENERAL I FEEL:												
89	FOOD SERVICES HERE ARE ADEQUATE FOR ME												70
90	HAD PROBLEMS GETTING ACCEPTABLE HOUSING												51
91	CUT OFF FROM THE CAMPUS WHERE I LIVE												76
102	COSTS OF BOOKS/SUPPLIES HAVE BEEN PROBS												55
	SUMMARY - REPORT ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												46
	AVERAGE % MODERATE RESPONSE												41
	AVERAGE % TOTAL FAVORABLE RESPONSE												71
	PREFERENCE ITEMS % RESPONDING FAVORABLY												
	HOW DO YOU FEEL ABOUT:												
132	I NEED HELP FINDING PART TIME WORK												69
	SUMMARY - PREFERENCE ITEMS												
	AVERAGE % MOST FAVORABLE RESPONSE												21
	AVERAGE % MODERATE RESPONSE												48
	AVERAGE % TOTAL FAVORABLE RESPONSE												69

ITEM NO. 397826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 77

ITEM NUMBER	FINANCIAL AND RELATED PROBLEMS	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
22	DURING THIS TERM I HAVE HAD TO BUY A TEXTBOOK THAT WAS NOT REALLY NECESSARY	- - -	- - -	ALL	FIGURES	BELOW	ARE	PERCENTAGES				- - -	- - -
	NO RESPONSE												0
	NO % FAVORABLE											67	67
	YES, ONCE												27
	YES, TWICE OR MORE % UNFAVORABLE											33	6
39	DURING THIS TERM I HAVE LOOKED SERIOUSLY WITHOUT SUCCESS FOR PART-TIME WORK												
	NO RESPONSE												0
	NO											82	82
	YES, ONCE												15
	YES, TWICE OR MORE											18	3
40	DURING THIS TERM I HAVE THOUGHT ABOUT DROPPING OUT BECAUSE OF MONEY PROBLEMS												
	NO RESPONSE												0
	NO % FAVORABLE											73	73
	YES, ONCE												18
	YES, TWICE OR MORE % UNFAVORABLE											27	9
54	DURING THIS TERM I HAVE HAD PROBLEMS GETTING TO AND FROM THE CAMPUS												
	NO RESPONSE												0
	ALMOST NEVER % FAVORABLE											94	79
	SOMETIMES												15
	OFTEN												6
	ALMOST ALWAYS % UNFAVORABLE											6	0

ITEM NO 287826

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND
UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983

ITEM NUMBER	FINANCIAL AND RELATED PROBLEMS	SUBGROUP 1 N	%	SUBGROUP 2 N	%	SUBGROUP 3 N	%	SUBGROUP 4 N	%	SUBGROUP 5 N	%	TOTAL GROUP N	%
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
89	IN GENERAL I FEEL FOOD SERVICES ON THE CAMPUS ARE ADEQUATE FOR MY NEEDS	- - -	- -	ALL FIGURES BELOW ARE PERCENTAGES								- - -	- -
	NO RESPONSE												0
	DEFINITELY NOT % UNFAVORABLE											18	0
	NO												18
	UNDECIDED												12
	YES												58
	DEFINITELY YES % FAVORABLE											70	12
90	IN GENERAL I FEEL I HAVE HAD PROBLEMS GETTING ACCEPTABLE HOUSING												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											51	24
	NO												27
	UNDECIDED												9
	YES												30
	DEFINITELY YES % UNFAVORABLE											39	9
91	IN GENERAL I FEEL WHERE I LIVE I FEEL CUT OFF FROM THE CAMPUS												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											76	24
	NO												52
	UNDECIDED												6
	YES												12
	DEFINITELY YES % UNFAVORABLE											18	6
102	IN GENERAL I FEEL COSTS OF BOOKS AND SUPPLIES HAVE BEEN A PROBLEM												
	NO RESPONSE												0
	DEFINITELY NOT % FAVORABLE											55	3
	NO												52
	UNDECIDED												6
	YES												39
	DEFINITELY YES % UNFAVORABLE											39	0

ITEM NO. 89 & 26

BEST COPY AVAILABLE

STUDENT REACTIONS TO COLLEGE

ETS COLLEGE AND UNIVERSITY PROGRAMS
XXXXXXXXXXXXXXXXXXXXXXXXXXX
Princeton, New Jersey 08541

COLLEGE NAME BRANDON UNIVERSITY
ETS BATCH NO 0710 COLLEGE CODE: 0905 DATE: REPORT DATE: JAN 1984 ADMIN. DATE: DEC 1983 PAGE NO. 79

ITEM NUMBER	FINANCIAL AND RELATED PROBLEMS	SUBGROUP 1 N	SUBGROUP 1 %	SUBGROUP 2 N	SUBGROUP 2 %	SUBGROUP 3 N	SUBGROUP 3 %	SUBGROUP 4 N	SUBGROUP 4 %	SUBGROUP 5 N	SUBGROUP 5 %	TOTAL GROUP N	TOTAL GROUP %
	NUMBER RESPONDING TO SUBGROUPS	0		0		0		0		0		0	0
	NUMBER NOT RESPONDING TO SUBGROUPS											33	100
	TOTAL NUMBER RESPONDING											33	100
132	I NEED HELP FINDING A TEMPORARY OR PART-TIME JOB	- - - -		ALL FIGURES BELOW ARE PERCENTAGES								- - - -	- -
	NO RESPONSE												0
	DEFINITELY NOT											69	21
	NO												48
	UNDECIDED												9
	YES												15
	DEFINITELY YES											21	6
	SINCE THE LOCAL OPTION QUESTIONS WERE NOT USED, YOUR REPORT ENDS HERE												

ITEM NO. 08826

BIOGRAPHICAL SKETCH

Sherril Colert is a Canadian counselor and educator who has worked in the post-secondary education field for ten years. Born and raised in southern Manitoba, she attended the University of Manitoba in Winnipeg where she obtained Bachelor of Science, Bachelor of Social Work and Master of Social Work degrees. Her interest in education led her to teaching positions with Assiniboine Community College and to completing her Certificate in Adult Education from the Manitoba Department of Education. Sherril is currently employed at Brandon University in Brandon, Manitoba where she provides guidance and counseling services to students and instruction in theories of career development.

BEST COPY AVAILABLE

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by Sherril Colert. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality, as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

May 3, 1984
(date)

George M. Barton
MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

May 5, 1984
(date)

Clete Hinton
Local Committee Member

This Major Applied Research Project was submitted to the Central Staff of the Center for Higher Education of Nova University and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

May 8, 1984
(date)

Ross E. Morrison
Central Staff Committee Member